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ABSTRACT

This handbook for library or instructional materials center aides can be used by or with students or volunteer adults who participate in the processing and circulating of all media used by students in a school. It includes vocabulary, suggests procedures, and identifies audio-visual equipment usually found in a media center. (Author)

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VOLUNTEER AIDES

HANDBOOK

Media Center

LI 003 064

ORANGE COUNTY

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VOLUNTEER AIDES HANDBOOK

Media Center

Suggested Activities
and Procedures

Orange County District Librarians
Orange County Department of Education
1104 Civic Center Drive West
Santa Ana, California 92701

1971

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DEDICATION

The adult and student volunteer aides have made it possible to maintain a library service in many elementary and secondary schools. Many hours have been cheerfully shared by the library club, or the library committee in book circulation services to the children and young people. This handbook has been prepared in acknowledgement of the activities they performed, with the hope that this material will provide suggested guidelines toward a curriculum-oriented resource center that is the goal of many building principals and their faculties.

PREFACE

The school district media specialists have expressed professional concern for the progress of the school libraries and the continuing reliance upon volunteer aides to staff these service areas. The media specialists/librarians, realizing the potential of a curriculum-oriented learning center in meeting student needs for individual programmed learning, have identified in this handbook the supporting roles of school personnel. Suggestions have also been included for simple organizational procedures that can be adapted by the principal for his "library chairman" utilizing the district media specialist/librarian to establish his individual school media program.

Through the cooperative efforts of the librarians in the Orange County schools who have shared their district or school handbooks, the committee has prepared a composite handbook. It is the committee's desire that this publication will provide a stimulus towards the programmed realization of the media center as identified in the Standards for School Media Programs, and that you will add to this handbook the variations of procedures and policies that will make it a meaningful handbook for your school media center.

The Committee

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The following schools and districts have shared copies of their school and/or district aides handbooks for the use of the committee in the preparation of this handbook. Their contributions are gratefully acknowledged.

Brea Junior High School (Brea-Olinda)

Capistrano Unified School District

Centralia School District

Cerro Villa Junior High School (Orange)

Fountain Valley School District

Franklin Elementary School (Santa Ana)

Fullerton School District

Garden Grove Unified School District

La Habra City School District

Lord Baden Powell Elementary School (Magnolia)

Los Alamitos High School (Anaheim)

Magnolia School District

Marco F. Forster Junior High School (Capistrano)

McPherson Junior High School (Orange)

Norwalk-La Mirada School District

Orange Unified School District

Peralta Junior High School (Orange)

Santa Ana Unified School District

Tustin Elementary School District

Westminster School District

Yorba Junior High School (Orange)

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PHILOSOPHY, GOALS, OBJECTIVES, POLICIES AND GUIDELINES

In a handbook such as this, it is possible only to list some of the most generally accepted goals and objectives as guidelines. So while reading the ones included, the volunteer aide should have available the specific philosophy, goals, objectives, policies, and guidelines of the district for which he is serving.

A MEDIA CENTER PHILOSOPHY

The school district will have a written statement of the district's philosophy regarding general objectives for media center services. Generally these statements affirm the American freedoms contained in the Library Bill of Rights, the School Library Bill of Rights and the Students' Right to Read (see appendix for copies of these statements).

The media center collections should be such that they meet the requirements of the various curricular areas, and that they provide for all individuals according to his learning skills and representing all levels and types of ability. Materials should be available to inspire the student, meet his independent needs and provide depth in availability of research needs. The materials should have a significance that will help the student to develop a balanced cultural life, and to learn to be a free, reasoning person, and to be of such quality and dimension that the student will advance in library and technological knowledge.

The collection should reflect current trends in education and communications. Among areas to receive attention should be the findings of research in learning development, increased sophistication of youth, the rising expectations of deprived children, the crises of ghetto and/or central city and curricular innovations which may influence selection of materials.

The selection of materials is the responsibility of qualified specialists at the local, state, regional or national levels. The process of selection is expedited by consulting reviews, recommended lists, standard bibliographic tools and special releases. The legal responsibility for materials in the school and/or district collections rests with the district Board of Trustees.

GOALS AND OBJECTIVES

Goal:

To present standards for media programs that will best aid the schools in implementing their educational goals and instructional programs.

Objectives:

To bring standards in line with the needs and requirements of today's educational goals.

To coordinate standards for school library and audio visual programs.

Standards for School Media Programs
ALA and NEA, 1969

Goal:

The purpose of standards is to provide guidelines for present and potential media programs that will aid schools in achieving educational goals . . .

Objectives:

The standards should serve as one of the instruments for continuous evaluation of the media program's ability to meet evolving objectives of the education program . . .

This will lead to the development of local standards . . .

The standards allow for advances through stages of development . . .

Standards for the Development of School media programs in California
Jt. Comm. CASL and AVEAC, 1970

Goal:

The goal of the Orange County Instructional Media Council is to provide strong media support programs in every school district in the County.

Objectives:

To develop a continuous program in Orange County to encourage school administrators to hire qualified personnel to develop and operate

media programs.

To work diligently toward the adoption of standards within each school district that will give teachers and students the quantity and quality of materials necessary to upgrade the educational programs of the district.

To promote the selection of quality equipment and in the quantity necessary to allow faculty and students to use materials in all situations with the full realization that the equipment selected will give the best possible service.

To stress the need for appropriate space and facilities to make the function of the media program adaptable so that the goals outlined can be realized in an atmosphere conducive to learning.

Guidelines for Media Centers in Orange County
Orange County Dept. of Education-Orange County Instructional Media Council, 1971

PTA LIBRARY POLICY

The following statement about school libraries was adopted by the Board of Managers of the National Congress of Parents and Teachers in May, 1958:

The National Congress of Parents and Teachers believes that the total education of every child (from kindergarten through twelfth grade), regardless of age or maturity, should include the experience that can be provided only by an adequate central school library under the guidance of a professionally trained librarian.

The National Congress recognizes that smaller schools may necessarily be limited to classroom collections and to the services of the teacher-librarian or, in extremely small schools, to classroom collections under the direction of the regular teacher.

The National Congress recognizes that primary responsibility for this service rests with the school board. However, the National Congress suggests that in a school where this vital service cannot possibly be provided, because of inadequate school revenue or an absence of policy, the PTA may help establish a school library as an educational demonstration. The local unit should first secure the approval of the project from the board of education through the superintendent of schools. It should consult with and request counsel from the state school library consultant, the state department of education, the state library agency, or such professional librarians as may be available. Funds may be provided by the PTA for the purchase of books and library supplies. The PTA may also provide volunteer services for the initiation and implementation of such a project. As early as possible the PTA should transfer responsibility for the service to the school board.

AVEAC-CASL VOLUNTEER PERSONNEL POLICY

Volunteer service rendered by parents or community personnel can be valuable but should never be expected to replace full-time support or professional staff.

Student assistants are not the equivalent of adult media aides. These students can receive valuable work experience that mights eventually lead to a career. However, such programs require careful planning and supervision, and should be designed as instructional programs for the students.

GUIDELINES FOR MEDIA CENTER USE

-- As much as possible the media center should be available to every child, aide and teacher during the entire school day.

-- Teachers should be able to bring classes to the media center for planned activities. Students from other classes should still be allowed use of the media center during these times if there is proper personnel on duty.

-- Groups or individuals from a classroom should have the opportunity to use the media center for research and planned activities, when there is proper personnel on duty.

-- A flexible plan of media center use should be implemented to allow the use as described above. Discourage rigid scheduling of classes on routine visits. To avoid conflicts, provide a sign-up, but use small time modules so the teachers can schedule the necessary amount of time <u>needed</u>.

-- Students should have free and unlimited choice of materials regardless of level of development. Achievement beyond grade level is often the result of the pursuit of interests.

-- Restrictions on students should be kept to an absolute minimum. Only a chronic case should be restricted from checking out additional materials. Actual experience has shown a lower loss with "open" policy than in schools with a restrictive policy. Restrictions on the number of materials deters completion of multiple assignments and develops negative student attitude.

Restrictive policy and attitude is counter to the development of a positive attitude about the media center. It should be a friendly place where students like to go and where they can enjoy the materials and experiences received there.

-- Some of the most expensive and most usable materials are in the reference section. The attitude that these must not leave the center should be discarded. Reference material should be checked out on an overnight basis to increase the availability of this valuable and limited resource.

-- Procedures for operations should be established by the professional media specialist/librarian assigned to the school, in consultation with the principal, and in concert with the guidelines. The school clerks, media clerks, and the volunteer assistants are to maintain that system and follow established procedures.

-- In case of emergency: Indicate here what you can do, and who you should contact first by telephone or messenger.

(PLACE YOUR DISTRICT"S PHILOSOPHY, GOALS AND OBJECTIVES, POLICIES AND GUIDELINES HERE.)

SCHOOL PERSONNEL

(PLACE YOUR DISTRICT'S ORGANIZATIONAL PERSONNEL CHART HERE)

ROLE OF THE SCHOOL PRINCIPAL

The principal is the prime energizer of the school media center program. He sets the tenor of his school's curriculum through the wise utilization of his media center personnel and its resources.

In his role as building principal he should

-- recognize the district and building media specialists/librarians as professional members of his staff.

-- encourage his teachers to confer with the media specialist/ librarian regarding materials and skills to enrich the curriculum units.

-- promote wide and effective use of the media resources on the part of all students and teachers.

-- suggest to the classroom teacher that they cooperate with the media specialist/librarian in teaching the individual student and small groups.

-- be involved in the total media program.

-- accentuate a total media center rather than a book collection.

-- encourage routine procedures which will make materials easily available for use; work closely with his media specialist/ librarian and the district guidelines in the establishment of effective procedures.

-- appoint a library chairman and guide the parent orgainization in their library/media center participation.

-- develop instructional media policies and procedures for purchase or acceptance of gift materials to the media center (according to existing district guidelines).

-- develop a policy and procedure for handling of questioned materials by interested parents or a community group.

-- encourage parents and students to volunteer time to assist in the operation of their media center in order to provide maximum usable time for the students.

-- clearly interpret to the volunteer aides their role in the program and work cooperatively with the district and/or building media specialist/librarian in the training and orientation of these people.

-- establish his responsibility for the organization, administration and supervision of all school activities that take place in the school with his teachers and the volunteer aides.

-- involve and prepare the staff in the concept of a media center.

-- plan with the media specialist for the total staff orientation.

-- work with the staff and the media specialist in the development of evaluative criteria of the media center.

ROLE OF THE SCHOOL MEDIA SPECIALIST

The role of the school media specialist will vary according to the district organization. Where there is a full-time credentialed media specialist/librarian present to serve as a materials specialist in the school building the curriculum program will be able to make the greatest use of the available resources.

The credentialed media specialist/librarian will

-- coordinate the selection of materials for the media center and its curriculum oriented program.

-- establish procedures that will assure accessibility of all materials to students and teachers.

-- assist teachers, students and technicians in the production of learning materials to supplement those available through other channels.

-- work with teachers in the planning and implementation of curriculum.

-- assist in in-service training especially in the effective use of media, and the equipment for its use.

-- assume responsibility for providing instruction in the use of the media center and its resources that is correlated with the curriculum, and that is educationally sound. Although most of this instruction will be done with individual students in the media center, some instruction can be presented by the teacher and the media specialist in the center or in the classroom, with the size of the group to be instructed determined by teaching and learning needs.

-- assist children and young people to develop competency in listening, viewing, and reading skills.

-- help students to develop good study habits, acquire independence in learning, gain skill in the techniques of inquiry and critical evaluation, develop desirable reading, viewing, and listening patterns, attitudes, and appreciations.

-- provide teachers with pertinent information regarding student progress, problems, and achievements, as observed in the center.

-- act as a resource person in the classrooms when requested by the teachers.

-- serve on teaching teams. The activities of the media specialist include acting as a resource consultant for teachers, designing

media, and working directly with the students in their research and other learning activities. Where the size of the media staff permits, the media specialist would be a full-time member of the teaching team.

-- make available to the faculty, through the resources of the professional collection, information about recent developments in the curricular subject areas and in the general field of education.

-- supply information to teachers on available in-service workshops and courses, professional meetings, and educational resources of the community.

-- provide primary guidance in the establishment and conduct of the media center program in the school. Procedures will be reviewed periodically with the principal. The district guidelines should be generally followed with mutually agreed variations as needed for particular situations.

-- conduct effective in-service for volunteer aides and be available to consult with them as needed regarding the media center program, its direction, and their part in it.

-- establish guidelines for book fairs sponsored by the school's parent orginizations.

-- see that specially purchased materials (i.e. ESEA, NDEA, gifts) be so marked on the material as well as on the shelflist cards or inventory records.

-- establish guidelines for PTA purchase of books for their school book collection.

-- work with the principal and staff in developing evaluative criteria of the media center.

-- plan with the principal for a total staff orientation to the media center.

ROLE OF THE TEACHER

The possibilities of utilization of the media center can take several directions.

With volunteer aides:

-- The teacher will introduce media center skills and library conduct to his class.

-- The teacher can use the center as a source of supplementary reading material.

-- The teacher needs to understand the role of the aide as a volunteer with limitations.

-- The teacher is responsible for the discipline of his students in the media center.

-- The teacher will become familiar with the school book collection.

-- The teacher will work with the aide to see that the books are returned.

-- The teacher will have the children ready to visit the library when a schedule is used.

-- The teacher will work with the principal to obtain district resource materials.

With a media clerk:

Same as above, but will have added responsibility, along with consistency of service. Also better contact with media specialist or librarian.

With building or traveling media specialist/librarian:

-- The teacher should work with his media specialist/librarian in the development of class units using the media center resources.

-- The teacher will be advised of current resources available at the district offices.

-- The teacher can arrange for small group learning experiences with the media center.

-- The teacher can have the media specialist/librarian introduce media center skills.

ROLE OF THE SCHOOL MEDIA TECHNICIAN

The media technician may either be assigned to the school building or move between several school buildings on an established schedule. The technicians have specific training and direction in operation of the technical aspects of the media center.

The traveling technician is responsible to the principal when procedural conflicts are encountered. These differences will be solved by the district media specialist/librarian in cooperation with the building principal.

The media technician will

-- complete the tasks of preparing the media center for use and assist the faculty and students in that use.

-- maintain the card catalog as a reference source. This tool must be maintained accurately to assure it usability.

-- assist in maintaining a materials circulation system which will include the processing of new materials.

-- assist in maintaining an orderly, friendly atmosphere in the media center.

ROLE OF THE SCHOOL MEDIA CLERK

Where a building level clerk is available either on a part or full-time basis in the school media center the services can include additional services.

-- Production of materials

-- Clerical and secretarial work

-- Assist in presentation of materials

-- Assist in preparation of graphics and displays

-- Processing of materials

-- Information retrieval for teachers and students

-- Work at circulation desk

-- Keep records

-- Make photographic reproductions

-- Prepare soft ware

-- Maintain and know how to operate the audio visual equipment in the media center

ROLE OF THE LIBRARY CHAIRMAN OR CO-CHAIRMAN

-- Know your media center, its books, staff, and unique features.

-- Distribute and collect forms for recruiting volunteers.

-- Work with the media specialist/librarian; assign volunteers to scheduled times and duties.

-- Inform volunteers of media center schedule and changes in schedule, such as holidays, etc.

-- Assign substitutes when needed.

-- Bring questions or problems to the attention of the media specialist/librarian/media clerk.

-- Under the direction of the media specialist/librarian/media clerk, check bibliographies for book orders.

-- Under the direction of the media specialist/librarian, give special attention to helping teachers make use of the media center.

-- Supervise the checking in of periodicals and the making of overdue notices.

-- Attend any meetings of the chairmen from all schools to exchange ideas.

-- Keep in mind the overall program of the media center; request special workshops or training sessions when needed.

-- Generate enthusiasm.

-- Assign volunteers for processing in the district media center/ library.

-- Maintain records and charts as requested by district personnel.

-- Work closely with the school principal for guidance where policies, procedures and materials are in question.

ROLE OF THE ADULT VOLUNTEER AIDE

The role of the volunteer aide in the conduct of the media center is a most important one. The school districts have provided space for a center but are unable to provide needed certificated personnel to operate the center as a curriculum-coordinated program. The volunteers are a vital mainstay to the success of a supplementary reading program by keeping the media centers open for student use. Without the volunteer aides an important and vital portion of the students' right to read would be lacking in the elementary school curriculum.

Under the supervision of the building principal and/or the school district media specialist/librarian there are guidelines that can be established to identify task areas of service by the volunteer aide. The volunteer aide shall be responsible for following the district guidelines and those procedures established by the principal and the credentialled district media specialist/librarian for the operation of their school media center. These guidelines should include number of students in the media center at one time, whether teacher is to accompany students, rules about food in the media center.

The volunteer aides have certain tasks that should be done while on duty in the media center. The aide should

-- be prompt and regular in your attendance at the media center.

-- assist in making their media center a friendly and inviting place for the students and the teachers. Be enthusiastic.

-- advise your chairman if you are unable to come at the assigned time.

-- assist in the circulation of materials according to the district established procedures.

-- shelve materials according to their classification number. The room appearance is more attractive hen the books are arranged to the front of the shelves with book-ends to hold the materials in place.

-- make a note of requests for materials which you are unable to fill for the chairman/librarian/media clerk.

-- refer requests for special materials to the proper person.

There are other tasks that the volunteer aide may perform when instructions have been provided by the building principal or the district media center specialist. The aide may

-- prepare materials for the vertical file (example: pictures, pamphlets).

-- assist in filing catalog cards by filing above the rod in the catalog drawers.

-- make minor repairs as identified by the district media specialist.

-- assist in the preparation of bulletin board displays or exhibits.

-- assist in making aids and games to be used in the media center as requested by the district media specialist.

-- assist teachers in laminating and dry mounting materials at the district media center with the approval of the school principal.

-- assist at book fairs and other school exhibits when following building or district established guidelines.

-- also assist by providing information to the principal or district media specialist in regard to community resources available for curriculum enrichment. Displays, materials, and persons are often valuable contributions.

Two areas in which volunteers may be faced with "what to do" are as follows: (Directions listed are only guidelines -- care should be taken to check with person in charge as to the specific way to handle each area.)

When any person approaches the volunteer aide and complains about materials in the collection, the volunteer aide should be instructed as to the procedures to follow such as:

a. Refer the person to the proper person -- this might be the librarian/media specialist or the school principal.

b. Provide the person with a written copy of the procedure to follow in case of a complaint or question about the collections. (Each district will have their own procedures in such areas. See sample in appendix.)

If an individual queries the volunteer aide about accepting gifts -- material or otherwise -- the volunteer aide should have the person check with the proper personnel. The volunteer aide should never accept or in any way obligate the district for such things. Each district will have rules to follow about acceptance of "gifts".

(PLACE YOUR DISTRICT'S INSTRUCTIONS HERE AS TO YOUR PROCEDURE.)

ROLE OF THE STUDENT VOLUNTEER AIDE

The role of the student volunteer in many situations is necessary to insure the smooth operation of the library. The student volunteer may play a vital role in attracting other students to the library and in encouraging their reading.

There are many benefits to be gained by the student volunteer, himself. The knowledge he gains through service in the library will be useful to him in all his reading days. Learning to help others in the use of the library will be good training for any profession.

The student volunteer may be trained in and assigned to many different task areas. Some possibilities are:

-- room check

-- circulation desk

-- door duty

-- shelving of materials

-- care of newspapers or magazines

-- care of AV media

Some special projects that the student volunteer may be trained in are:

-- special typing assignments

-- various steps in processing library materials

-- helping with overdue notices and statistics

-- pulling materials for specific learning situations

-- checking in new books or magazines

-- delivering, setting up and running AV equipment

-- filing cards in the card catalog above the rod

-- filing shelflist cards in the file above the rod

The student volunteer should use caution in doing his tasks and in helping library users. If he feels that he needs help with a task, he should ask for help rather than bungle through. He will want to consult with the proper personnel when in doubt about any operation.

ROOM ENVIRONMENT

General Considerations

The volunteer

-- realizes that those people on duty in the media center often set the tone for those who come in.

-- dresses neatly and appropriately while on duty in the media center.

-- is courteous and friendly to all and tells acquaintances who stop to chat that he is on duty and will see them later.

-- helps keep the media center neat, quiet and in order, making suggestions to improve the center and the services it renders.

-- knows that good housekeeping has much to do with the general appearance of any room; he will have a regular schedule for dusting shelves, furniture, counter tops, AV equipment and other media center furniture and equipment.

-- checks the room environment before and after each class comes in to use the media center.

-- knows that during busy schedules, clean-up should be encouraged 5-10 minutes before the end of the period.

Climate Control

The volunteer will

-- do all things possible to assure that the media center is light and airy and cheerful.

-- make an effort to keep the temperature of the room as comfortable as possible at all times.

-- keep the reading areas arranged so that the students are not reading in direct sunlight.

-- bring to the attention of the proper personnel any maintainance or repair needed for the windows, lights, air conditioning, heating or other climate control apparatus.

Room Arrangement (General considerations)

The volunteer will

-- rearrange furniture and/or equipment when appropriate for a particular learning situation, returning them to their proper positions after use.

-- sometimes set out specific books, magazines, or other materials for a class, returning them to the shelves after use.

-- check the magazine area regularly to assure that the magazines are in proper order and condition.

Shelving

The volunteer will

-- shelve all books and materials which are ready for shelving after checking to see that the correct book card is in the pocket.

-- bring all books to the front edge of the shelf.

-- read the shelves regularly checking for books and materials not in their proper order, rearranging them in their proper positions or returning them for later shelving.

-- shift books when necessary and add book-ends where needed.

Library Furniture

The volunteer

-- will periodically check the furniture for pencil marks or other removable markings.

-- will see that the tables and chairs are kept in position.

-- knows that maintainance and repair needed for furniture should be brought to the attention of the proper personnel.

-- keeps all movable furniture such as book trucks out of the media center traffic areas.

Circulation Desk

The volunteer

-- discourages loiterers around the circulation desk.

-- as he stamps the date slip he indicates to the student that the transaction is complete and that the student may leave the area.

-- sees that the circulation desk is clear for action.

Card Catalog

The volunteer checks

-- the card catalog regularly to see that the drawers are in their proper positions.

-- periodically to see if the drawer labels are in place.

-- to see if the rods are all pushed in firmly.

Plants

The volunteer cares for all plants regularly, watering, feeding and dusting the leaves on a regular schedule.

Library Exhibits (General considerations)

The following are important points that the volunteer observes in setting and maintaining exhibits in the library:

-- Attempt only one thing at a time.

-- Begin work on the exhibit far enough in advance to have everything organized before actually beginning to set up the exhibit.

-- Show only what can be handled well in the space available.

-- Place the exhibit so that it will not interfere with free movement about the room.

-- Remove the exhibit when directed.

-- Maintain a file of exhibits; resources for exhibits; and sources for materials, supplies and equipment for exhibits.

Book Fairs

In conjunction with the proper personnel, the volunteer will

-- display the books neatly and invitingly.

-- straighten the display periodically.

-- keep special tables or racks arranged and in order.

-- use colorful posters and extra book covers for promotion and for the book fair.

-- station monitors at the doors when fair is in progress

Special Exhibits

The volunteer

-- knows that even in the smallest media center, arrangements can be made for special exhibits of books, art work, student-made materials or realia.

-- checks to see that all art work and student-made materials are labeled before displaying them to insure returning them to their proper owners and also to give credit to the artists.

-- in handling special exhibit materials, uses the greatest care and respect.

-- returns all materials to their owners immediately after use.

Bulletin Boards

Materials

Poster materials are easily obtained and very effective.
Travel folders are interesting to the viewer.
Book covers are handy and a good aid.
Paper cut-outs are easy to construct and adaptable.
Photographs can sometimes be used for effect.
All lettering should be large and legible.
Pins are recommended for holding materials.

Preparation and Technique

Neatness is the first requirement.
There should be a center of interest.
Materials and margins should be balanced.
Bulletin boards should be attractive and eye-catching.
An appropriate heading or caption sometimes adds meaning and effectiveness.

Themes

Subject, interest categories and hobbies are always good.
Special occasions and themes are well received.
A bulletin board can emphasize library policies.
Drawing attention to special collections is appropriate.
Bulletin boards organized around a slogan are good.

Sources for Free Materials

Most large corporations have some type of free materials.
Travel bureaus and airlines have art posters.
Foreign embassies will send charts and bulletin board materials.
Gas stations will donate maps.

(See appendix for bibliography on room environment.)

CIRCULATION OF MATERIALS

Steps in Checking Out Materials

1. The volumteer sets the date stamp for the circulation period. If a school holiday falls on the return date, set the stamp ahead to the next day the center is open.

2. The student takes the material to the checkout table and writes his last name, room number and his teacher's initial on the first empty line of the card. The volunteer will help any child who has difficulty with this.

3. The volunteer stamps the date due on the card and the date slip pasted in the book or on the material. For renewal, locate the card and stamp the card and the date slip with the new due date.

Checking In Procedure

1. Students and teachers returning materials to the center should put them in the place designated "Return Materials Here."

2. Locate the correct card for each item returned. Match title and accession or copy number on the card against the pocket of the book or material. To prevent error it is advisable to actually place a card beside the pocket and compare. When date due, classification number (if there is one), author, title and copy or accession number all agree, draw a line through the student's name on the card and put card in pocket and the material is ready to shelve. Materials that are ready for shelving should be placed together in the designated place for carded media.

Overdue Material

It is helpful if one volunteer will agree to handle all overdue notices on forms provided, record the room number on the notice and place it in the appropriate teacher's box for distribution. When a student does not respond to a notice after three notices an attempt should be made to contact him through the teacher. If this does not help, it is suggested that a notice to parents be sent home. A supply of these notices may be dittoed.

It may be advisable to post a list of the students with overdue material near the charging desk. Be sure to cross off names as materials are returned. In general it is not advisable to prohibit students with overdue materials from using the media center. The center is here to serve students and teachers and to encourage them to use media and enjoy the center. It should be noted on the materials card the first, second and third time it was necessary to send the student the overdue notice. The following notices may be sent to the student and to his parents.

SAMPLE OVERDUE NOTICE SENT TO STUDENT

Date _____

To _____ Room number_____

According to our records, the media center material by the title of _____ is checked out to you and was due on _____.

Please return this right away so that other students may have the privilege of taking it out.

_____School Media Center

SAMPLE OVERDUE NOTICE SENT TO PARENTS

_____
Date

_____ checked out material from the _____School
Name of child

Media Center and according to our records the material has not been returned. The name of the material is _____.

Please look around your home to see if you can locate the material. It is most important that it be returned to the school. If you are unable to locate the material, please contact _____ at the school

Thank you,

_____
Volunteer Media Center Chairman

_____
Principal

- -

_____
Fecha

_____ a tomado prestado de la biblioteca de la escuela _____un libro. Asegun nuestro registro el libro no had sido devuelto. Titulo del libro _____.

Es muy importante que sea devuelto a la escuela. Por favor de buscarlo en su casa. Sin no lo puede localizar por favor de avisor a la escuela al _____.

Gracias,

_____
Director de los voluntarios de biblioteca

_____
Director de la escuela

Lost and Damaged Materials

Materials lost or severely damaged by a student should be paid for. The price may be found on the media card or the shelf list card or by calling the district media center. Price adjustments may be made by authorized personnel. Students paying money to the school must be given a receipt which must contain the following information:

-- Date

-- Student's name

-- Author, title and accession or copy number of the material

-- Name of school

-- Signature of the librarian/media specialist, media clerk or principal.

(WRITE YOUR DISTRICT'S PROCEDURE HERE.)

Note: When a book or other material is lost or irreparably damaged and if it is the only copy in the collection, pull all appropriate catalog and shelf list cards and file them in a "lost file." Make a notation on the shelf list card indicating the date and status. The cards in the "lost file" should be saved for at least one year in case the material turns up again.

Media Center Cards

The school may consider using a student media center card.

See the examples in the library supplies catalogs. (See appendix.)

See example below.

SAMPLE STUDENT MEDIA CENTER CARD

1971-72

No._____

_____
School

Name_____

Teacher_____

Room No._____

Inventory

The volunteer aide may be asked to inventory the book collection and audio visual materials in the media center. The district media specialist/librarian and the principal will establish the guidelines for its completion.

-- Shelve all books properly before the inventory is started.

-- It will involve the checking of the shelflist file against the materials to determine what is missing.

-- The inventory will also indicate replacements that will be needed.

-- Missing materials should be so marked on the shelflist card, clipped with a colored marker, but left in the file for one year before removing cards from the card catalog.

-- After one year, if clipped material is still missing, follow above procedure for lost material.

-- A report may be filed with the principal and/or district media specialist/librarian for entry in the district records.

-- Below is a suggested format for your report.

SAMPLE BOOK COLLECTION INVENTORY FORM

Inventory year_____

SCHOOL _____ CHAIRMAN _____

Fiction _____	Biographies (92) _____
Easy _____	Story Collections (SC)_____
000-199 _____	600-699 _____
200-299 _____	700-799 _____
300-399 _____	800-899 _____
400-499 _____	900-999 _____
500-599 _____	Encyclopedias _____
	TOTAL BOOKS _____

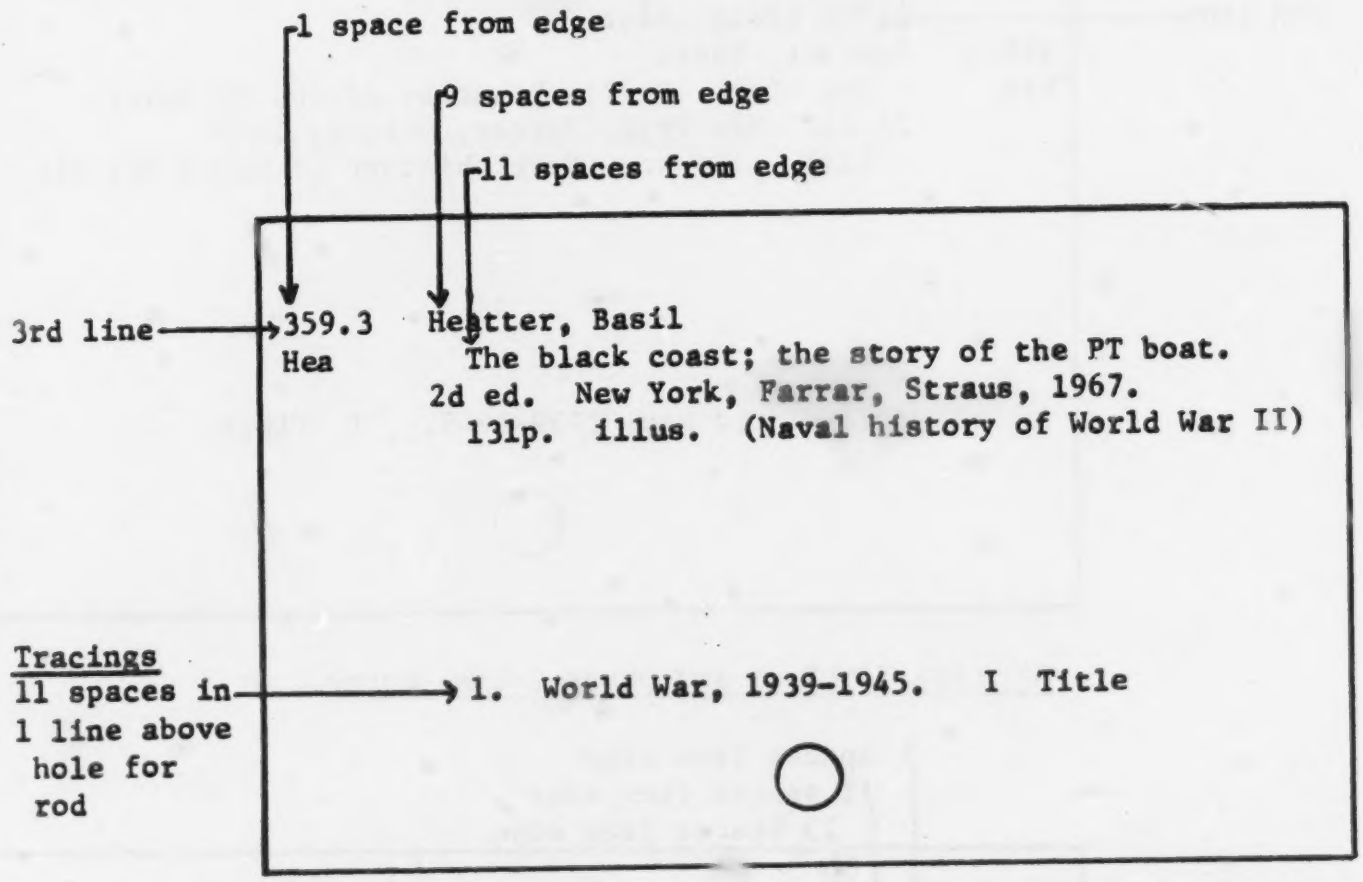
PROCESSING OF MATERIALS

CATALOG CARDS

Main Entry Card or Author Card

Volunteers with typing skills can be of great help in typing catalog cards from a main entry card or worksheet. The main entry card, sometimes known as the author card is shown below.

MAIN ENTRY CARD or AUTHOR CARD



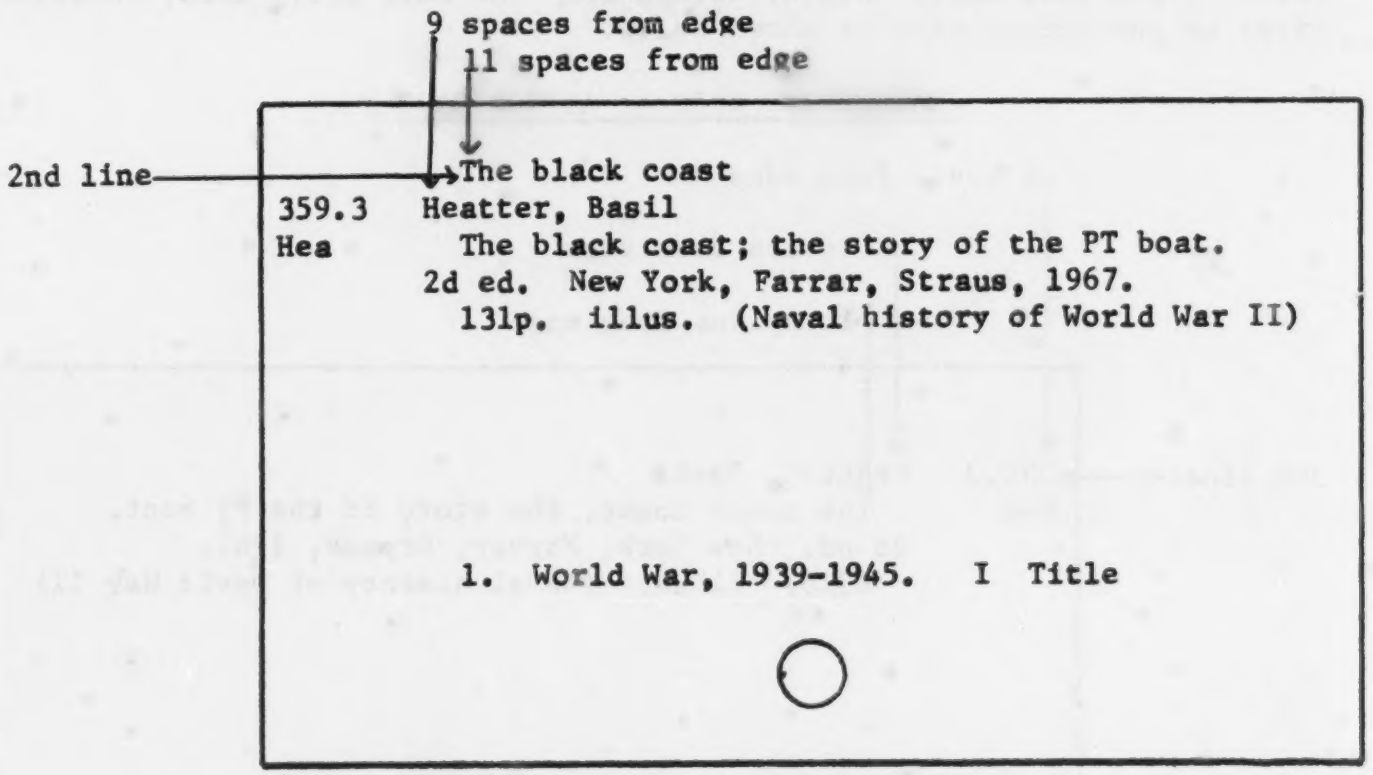
There will be variations from district to district. Pay particular attention to the spacing throughout. Follow the format of the main entry card in your typing of other cards! From the main entry card you will type a title card and subject card(s).

Tracings are the added entries made. Those listed by Arabic numerals indicate they are subject headings and should be typed in all capitals on subject card (see example). Those notations after Roman numerals are to be typed in smaller case letters on title card (see example).

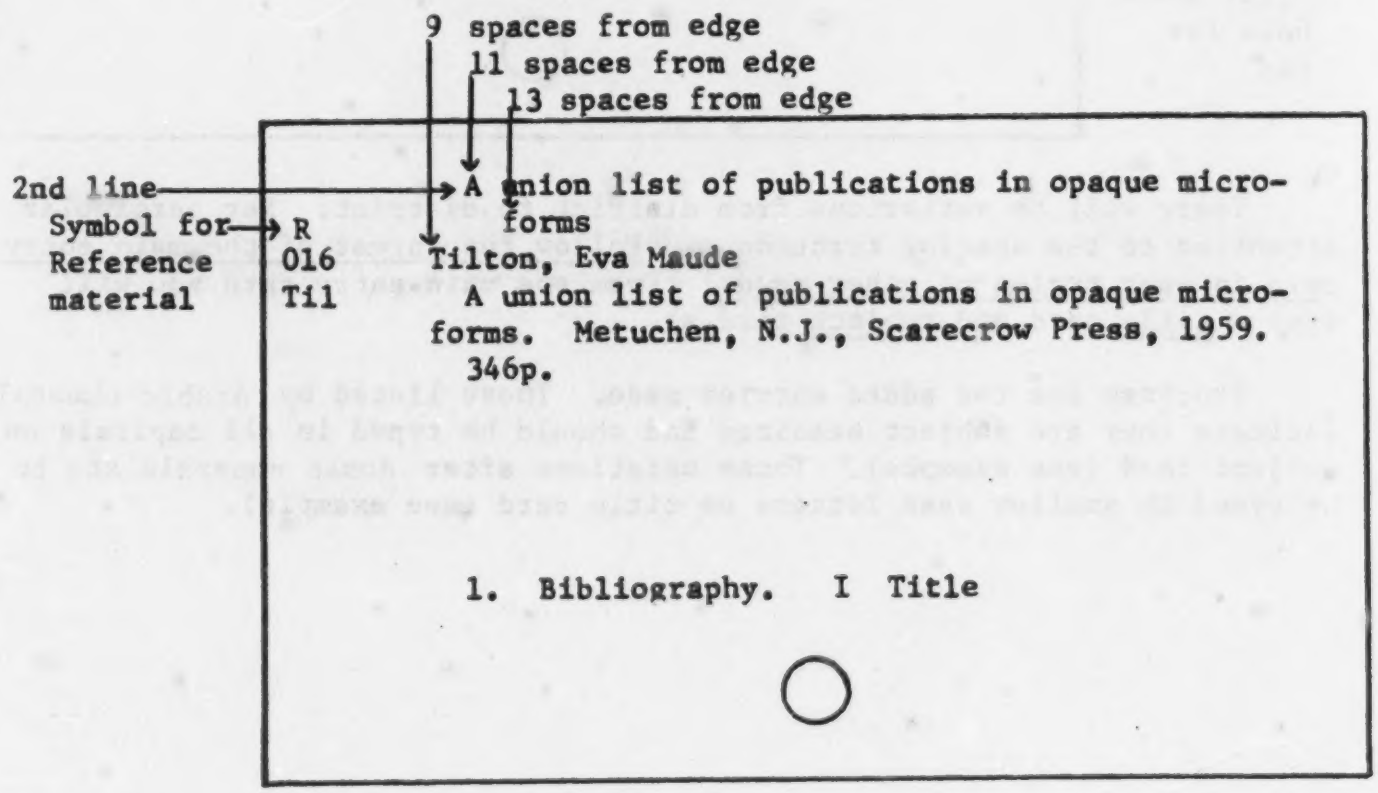
Title Card

The title card is the same as the main entry except that the title is also typed above the author's name. The title is typed 2 lines down from the top of the card and begins 11 spaces from the left margin.

TITLE CARD


9 spaces from edge
11 spaces from edge
2nd line
The black coast
359.3 Heatter, Basil
Hea The black coast; the story of the PT boat.
2d ed. New York, Farrar, Straus, 1967.
131p. illus. (Naval history of World War II)
1. World War, 1939-1945. I Title

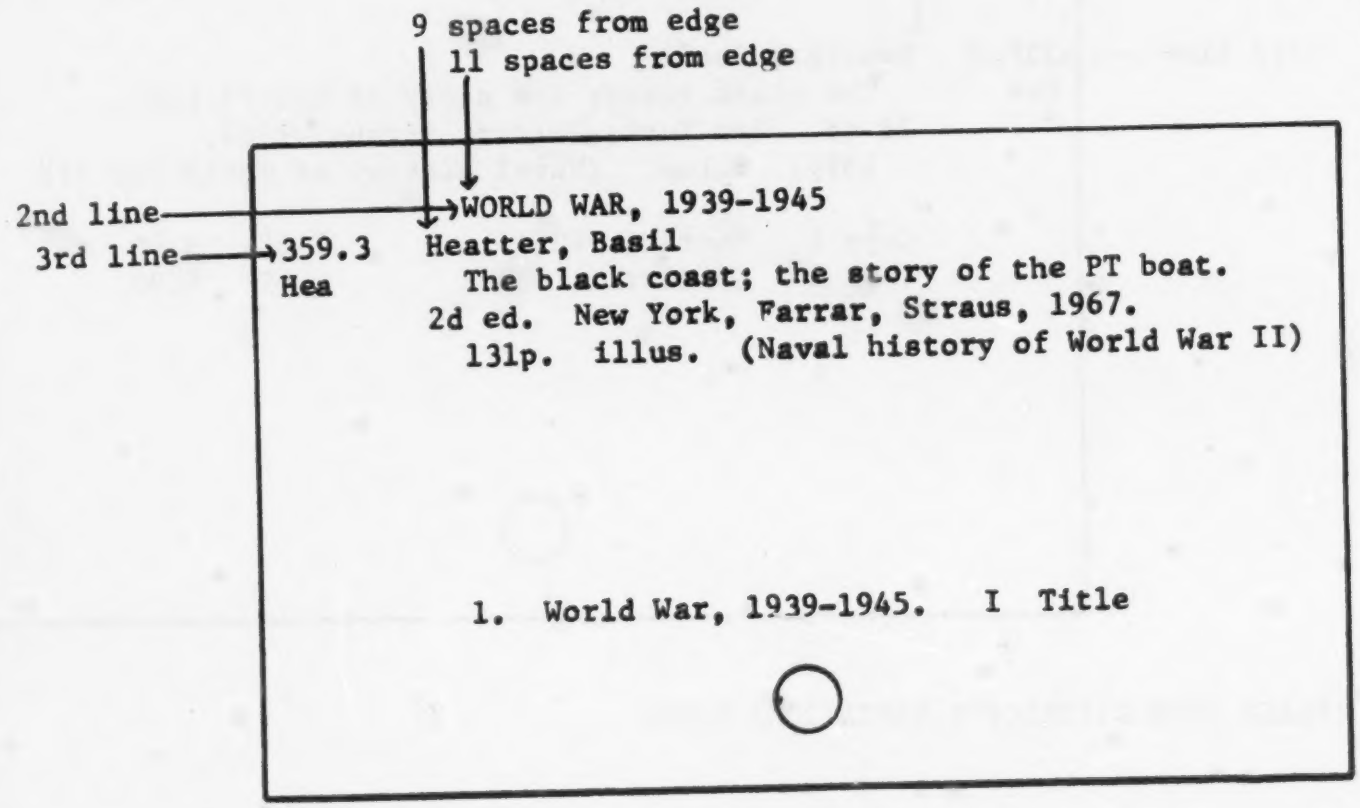
TWO-LINE TITLE or Any Other 2-Line Entry



Subject Card

The subject card is the same as the main entry card except that the subject heading is typed above the author's name in capital letters. A book may have more than one subject card.

SUBJECT CARD

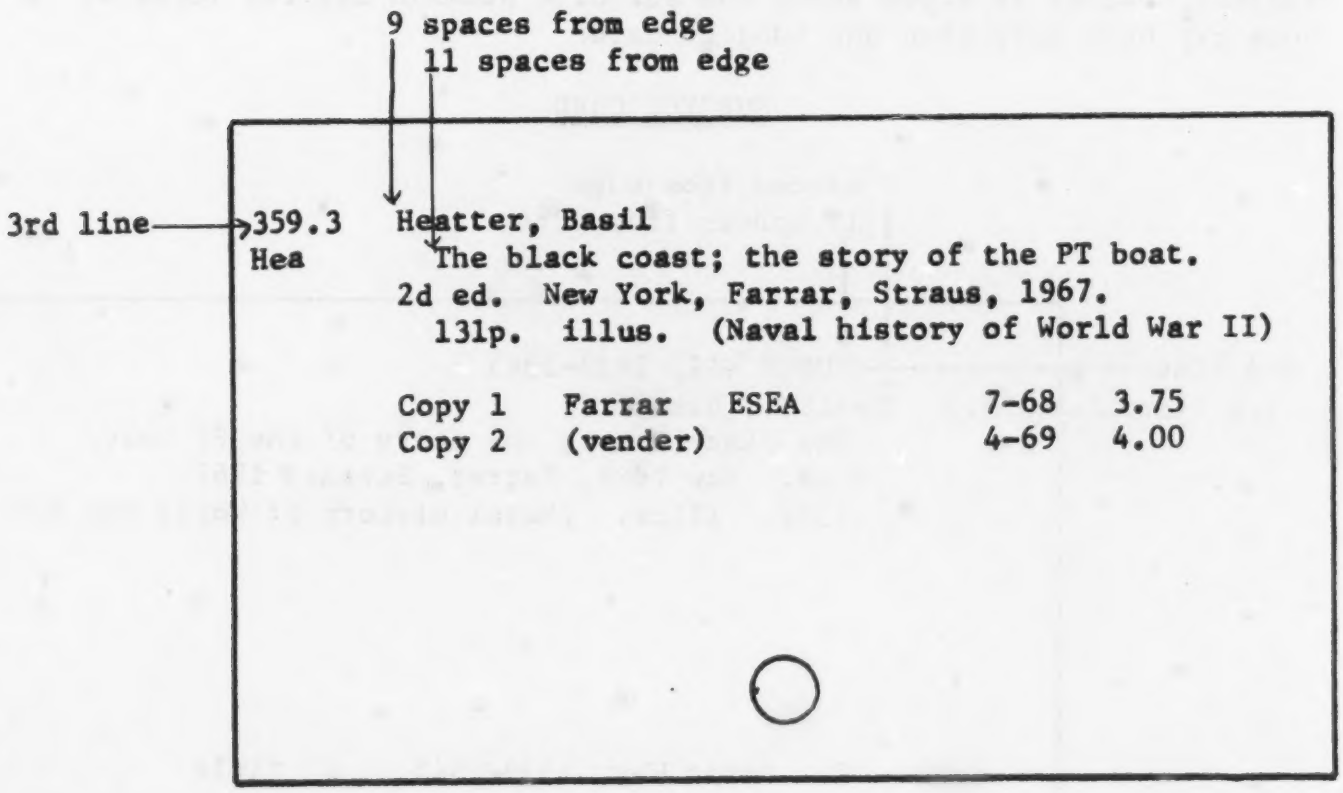

9 spaces from edge
11 spaces from edge
2nd line
3rd line
WORLD WAR, 1939-1945
359.3
Hea
Heatter, Basil
The black coast; the story of the PT boat.
2d ed. New York, Farrar, Straus, 1967.
131p. illus. (Naval history of World War II)
1. World War, 1939-1945. I Title

Shelf List Card

The shelf list card is typed exactly as the main entry card (author) with the following additional information. Beginning at the first indentation (9 spaces from the left margin of card), 2 lines down from the information given on the author card, list the copy number or accession numbers being added, source of supply, date processed (month and year only) and cost of book. The complete information is given on the first copy of the set being added and only copy numbers follow this.

See examply of shelf list card on next page.

SHELF LIST CARD


9 spaces from edge
11 spaces from edge
3rd line
359.3
Hea
Heatter, Basil
The black coast; the story of the PT boat.
2d ed. New York, Farrar, Straus, 1967.
131p. illus. (Naval history of World War II)
Copy 1 Farrar ESEA 7-68 3.75
Copy 2 (vender) 4-69 4.00

(PLACE YOUR DISTRICT'S VARIATIONS HERE)

COMMERCIAL CATALOGING

There are several companies that will furnish, for a small fee, catalog cards for books they publish and there are other companies who will sell catalog cards for some audio-visual and most book materials. The best known for service to schools are the following:

1. Catalog Card Corporation
2. Library Journal Kits
3. Library of Congress
4. H.W. Wilson Company
5. There are others; see your district librarian.

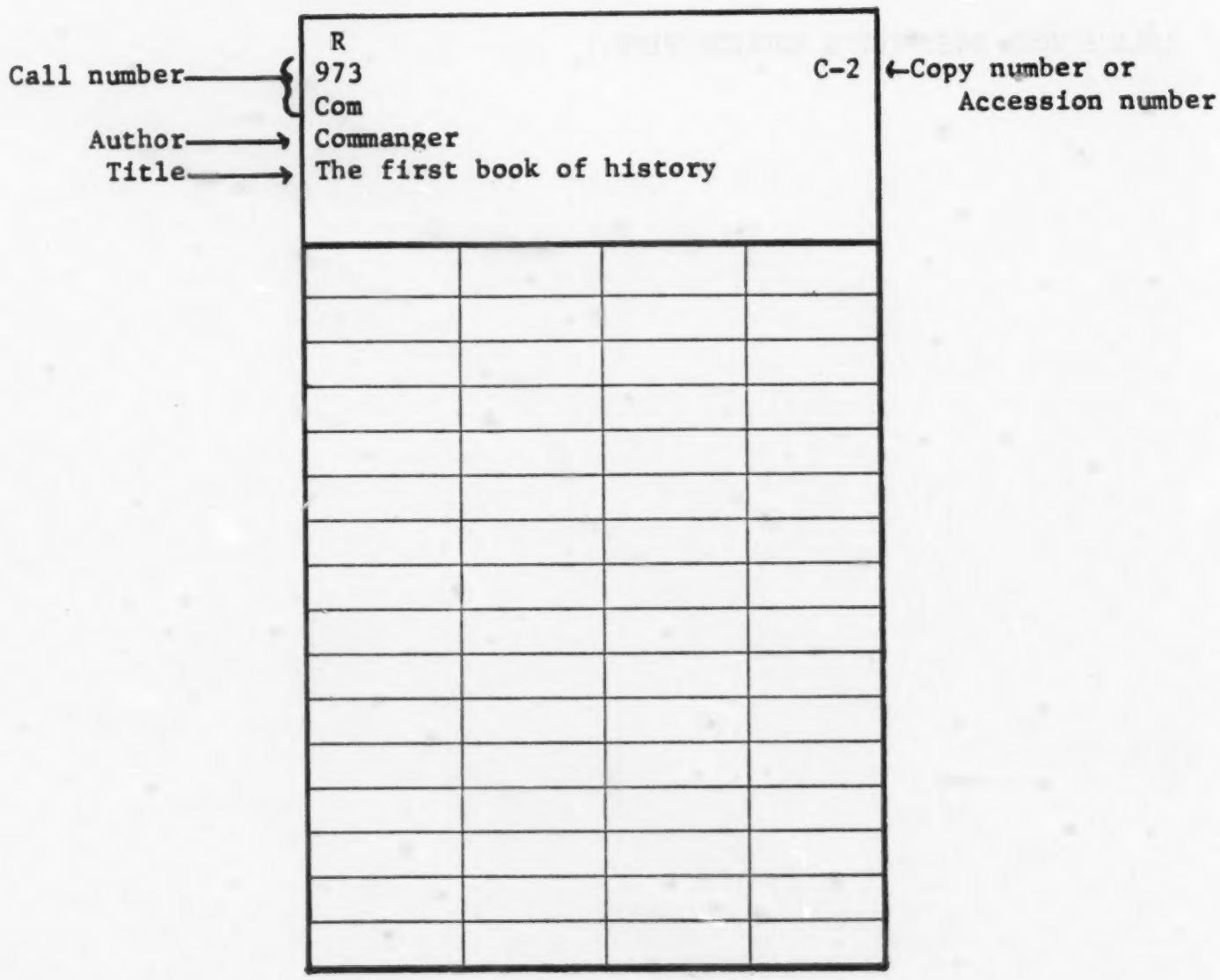
(PLACE YOUR DISTRICT'S SOURCES HERE.)

CIRCULATION CARD AND POCKET

Circulation Card

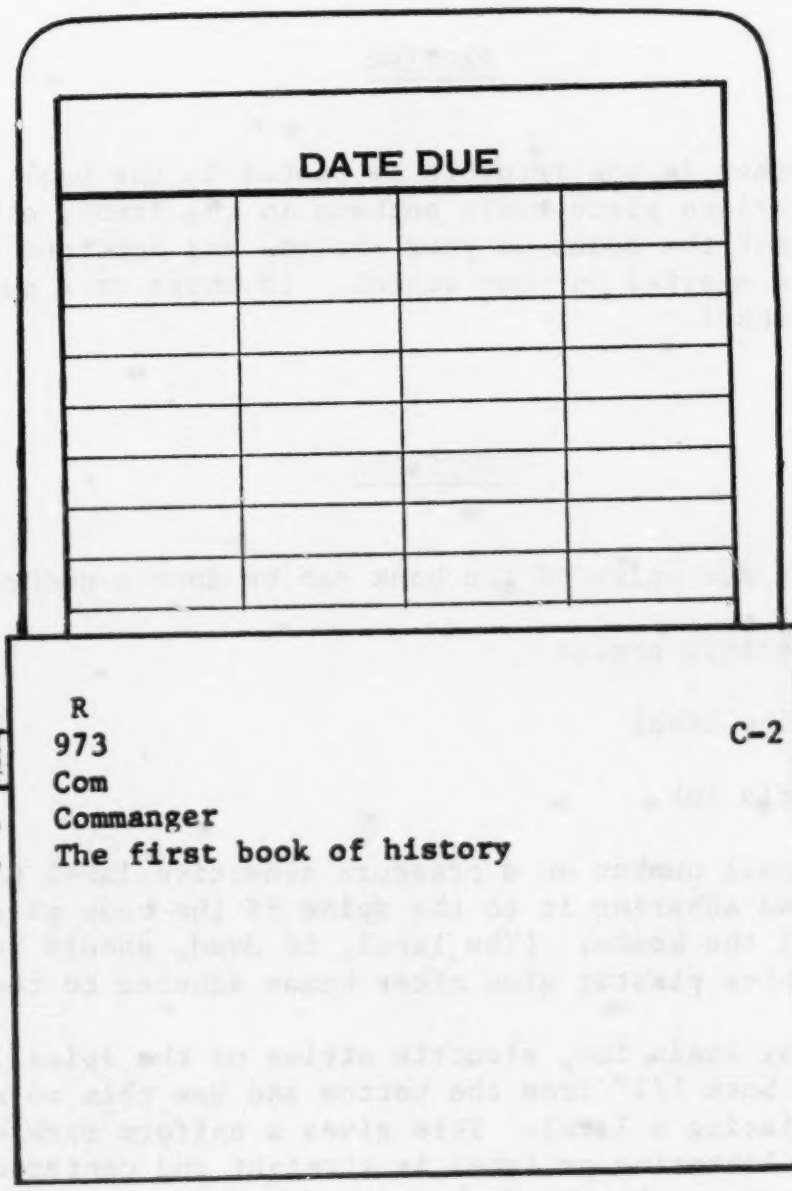
The call number (which consists of Dewey number plus the first three letters of the author's last name) is typed in the upper left-hand corner, first space from the edge. Below it are the author's last name and title (see sample below and on next page).

On the right side of the card is the copy number or accession number. Check with proper personnel to see which your center has used and BE CONSISTENT.



Circulation Pocket

Begin typing on the 2nd line from the top edge of the pocket and 3rd space from left edge. The call number is typed first, followed by the author's last name and then title (see sample below). The copy number (or accession number) is typed on the right-hand side of the pocket.



BE CONSISTENT with practices in your school. Both circulation card and pocket should match for ease in matching card and pocket in check-in.

PLASTIC JACKETS

Instructions come with the plastic jackets. Follow the directions for adhering the particular ones you have.

Basically, the book jacket is put on the inside of the plastic jacket and the plastic is folded to fit the book jacket. It is then attached to the book with attaching tape which may be purchased from any library supplies vendor.

PASTING

The book pocket is now ready to be pasted in the book. Some media specialists/librarians place their pockets in the front, others place them in the back. Check the books on your shelves and continue whichever practice has been started in your school. If there is a question, check with proper personnel.

LETTERING

Lettering on the spine of the book can be done a number of ways:

-- Electric stylus

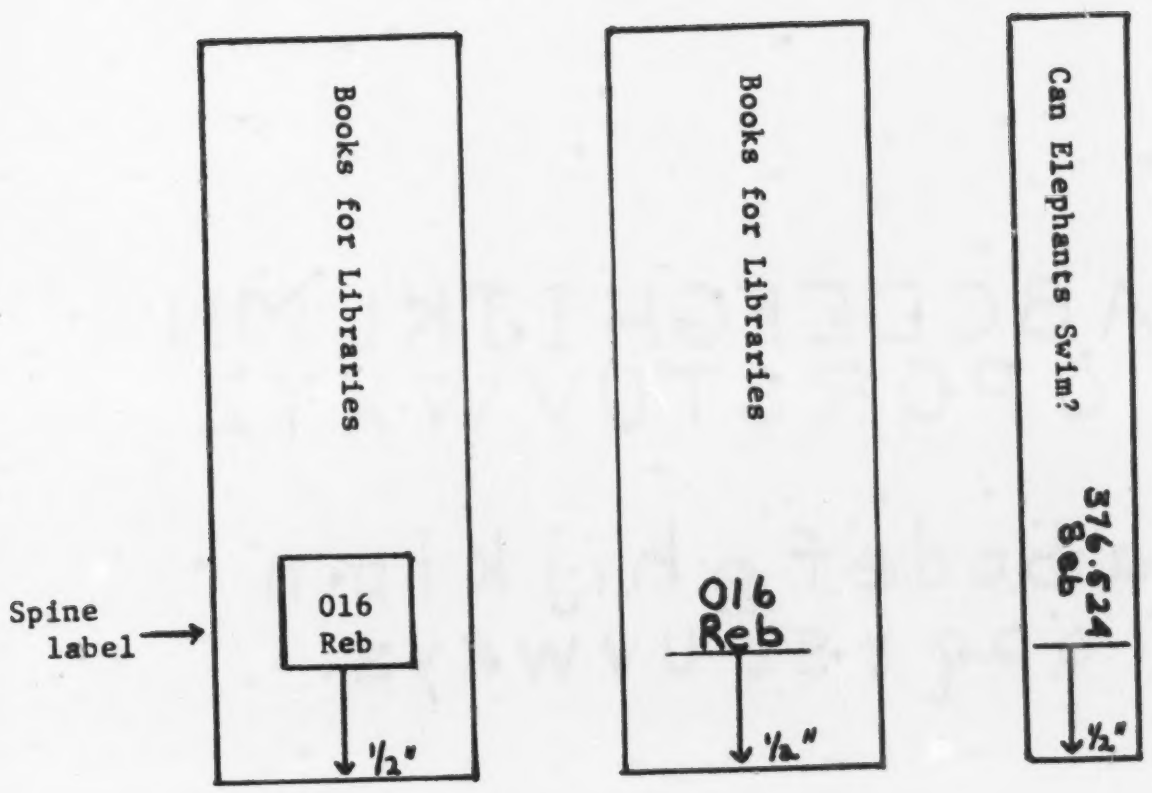
-- Spine label

-- India ink

Typing the call number on a pressure sensitive label (from a library supply vendor) and adhering it to the spine of the book gives a uniform appearance to all the books. (The label, if used, should be covered with a thin coat of white plastic glue after being adhered to the book.)

Whether using india ink, electric stylus or the spine label, mark the spine of the book 1/2" from the bottom and use this as a guideline for marking or placing a label. This gives a uniform marking and appearance. Be sure that the lettering or label is straight and centered on the spine (see sample on next page). It is recommended that the lettering on the spine be 1/2" from the bottom of the spine on each book. However, there are district variations.

Samples of Spine Labeling



(PLACE YOUR DISTRICT'S VARIATIONS HERE)

A lettering guide for imprinting book spines by hand is shown on the next page.

LETTERING GUIDE

FOR USE IN IMPRINTING BOOK SPINES

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n
o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0

TRY TO HAVE ALL WRITING UNIFORM

IN SIZE, SLANT, SPACING, AND FORMS OF LETTERS

STAMPING

Each school has its own school ownership stamp. Each library book should be stamped with this stamp. Normally a book is stamped on the bottom of the first page of the book, the title page, and another designated page. This varies from school to school. Check the books in your media center and indicate below where you should stamp the book:

Page _____ _____ _____

CHECKLIST FOR PROCESSING BOOKS

1. Type catalog cards from worksheet or main entry card.
2. Type circulation pockets and cards.
3. Attach plastic book jackets to books (if used).
4. Paste pockets in books.
5. Stamp books with ownership stamp.
6. Put call number on spine of books.
7. File catalog cards above rod.
8. Remove shelf list cards for separate filing in shelf list card file.
9. Count and record number of books processed.
10. File shelf list cards.
11. Put books on shelves.

VARIATIONS IN PROCESSING BOOKS

Reference Books

1. Type the capital letter R or the three letters REF or Ref centered above the call number on all catalog cards, circulation cards and pockets, and spine labels.

R	REF	Ref
921	921	921
Cog	Cog	Cog

2. Either stamp or paste the label: REFERENCE BOOK - NOT TO BE TAKEN FROM THIS ROOM in addition to the ownership stamp on the book.

Paperback Books

1. Type circulation card. Type and adhere book pocket if used.

2. Stamp with ownership stamp.

(WRITE YOUR DISTRICT'S VARIATIONS HERE)

STEPS IN PROCESSING PERIODICALS

1. Periodicals are checked in on the proper check-in form. There is a separate form for each periodical the library subscribes to. These periodical record cards may be obtained from library supply houses or printed by your district.

SAMPLE PERIODICAL CHECK-IN FORM

TITLE Girls Life									
YEAR	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1970	✓	✓	✓	✓	✓	✓	✓	✓	✓
1971					✓	✓	✓	✓	✓

2. Periodicals are stamped with the ownership stamp on the inside of the front cover and on the back.

3. Type circulation card and adhere paperback book type pocket to back of periodical.

4. Reinforce periodical with masking type tape on the spine.

5. Count and record number of periodicals processed.

6. Place processed periodicals in the proper area to be displayed or stored.

(WRITE YOUR DISTRICT'S PROCEDURES HERE)

FILING

If you look at the card catalog you will notice that each drawer has a metal rod which holds the cards in the drawer. When filing catalog cards, please LEAVE the rod in and file above the rod. The cards will then stick out above the other cards. Have your district media specialist/librarian identify your procedure for filing.

Following are rules for alphabetical filing in a card catalog.

-- Disregard A, An and The as the first word of the title. File under the word following the article. If these articles appear within a title, they are considered as words.

Examples: A kingdom for a horse (title) - A is omitted in filing
An old mystery - An is omitted in filing
The red train - The is omitted in filing

-- Arrange cards word by word, alphabetizing to the end of the word. This permits identical words to follow one another. Always begin with one word entry.

Example: A penny a day
A penny and a periwinkle
Penny and Peter
Penny Marsh
Penny, Sylvestor
Penny's worth of charter

-- All entries are filed alphabetically by the first word, then second, third and so on, regardless of entry form (titles, authors, subject cards).

Example: Golden Fleece (title)
Golden geographic encyclopedia (main entry)
Golden geography (title)
Golden goblet (title)
Golden, Harry (author)
Golden Magazine (periodical)
GOLDEN RULE (subject)

Note: For a different arrangement see Aker's or ALA filing rules.

-- File abbreviations as if spelled out in full.

Examples: Mr., Mister; Mrs., Mistress; U.S., United States;
St., Saint; St., Street.

-- Numerals and dates are filed as though spelled out.

Example:
One
One billion
100 (one hundred)
110 (one hundred ten)
1000 (one thousand)

-- Accents and punctuation marks are disregarded in filing.

Examples:
ECOLOGY
Ecology and life
ECOLOGY-PLANT
Ecology, status for tomorrow
ECOLOGY-WASHINGTON

Boy's adventure
Boys' life
Boys, Wm.

-- Names are always filed as written, no matter how pronounced or how close in spelling to another word.

Examples:
Green
Greene
Grein

Macpherson
McCain
McPherson
M'Gregor

-- Hyphenated words are considered two words if the first part can stand alone (check the dictionary if there is a question).

Example:
Machine-made cards
Machine time
Machinery

-- Words having two accepted spellings are interfiled under one spelling, and "see" cards made for the form not used.

Examples:

Base ball	see	Baseball
Catalogue	see	Catalog
Labour	see	Labor

-- Arrange subdivisions of history by chronological order, earliest period first.

Example:
U.S. History
U.S. History - Discovery & Exploration
U.S. History - Colonial Period
U.S. History - Civil War
U.S. History - 1900-1914
U.S. History - World War II

Note: For a different arrangement see Aker's or ALA filing rules.

AUDIO VISUAL MATERIALS

Each district will have its own variations in the processing of audio visual materials. Keep this in mind as you work with this handbook. This is one way, a suggestion.

If you will note, filmstrip and filmloop circulation cards are handled differently from study prints and other media. Many districts handle all media with a circulation card at the desk as recommended here for filmstips. Check with proper personnel as how your district handles it and make notes as needed in the manual.

Please note the media coding system on a following page. This is only one system. There are many and it is suggested that your district develop one that fits its needs.

Follow the main entry card in typing title, subject, and shelf list cards for a.v. material just as you do for books. Follow the spacing, capitalization, and indentation as indicated on the worksheet or main entry card.

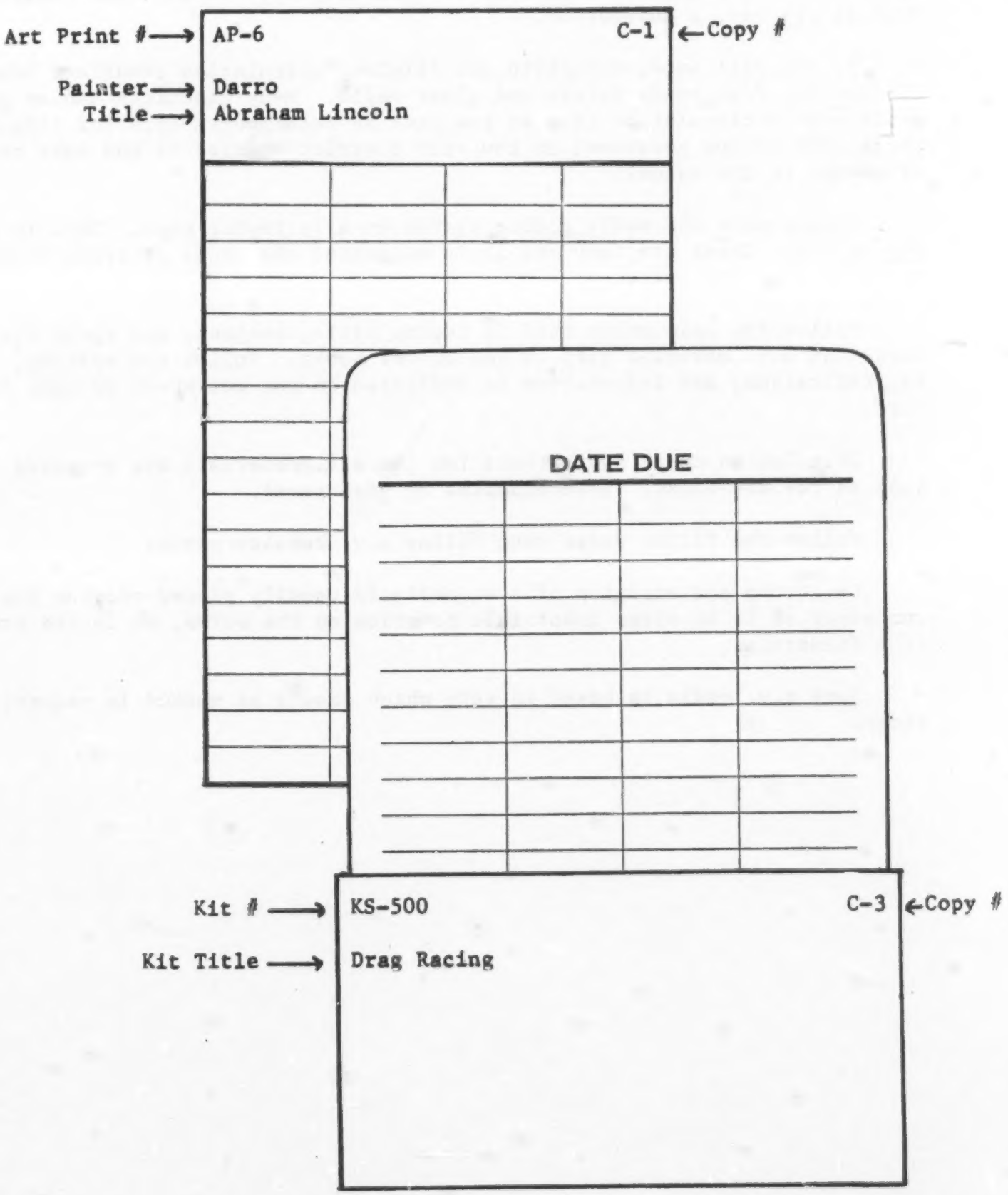
Circulation cards and pockets for the a.v. materials are prepared just as for the books. (See examples on next page).

Follow the filing rules when filing a.v. catalog cards.

Lettering and stamping of a.v. media is usually placed only on the container as it is often impossible to write on the works, as in the case of a filmstrip.

Some a.v. media is boxed in sets which should be marked in sequential order.

SAMPLE A.V. MEDIA CIRCULATION CARD AND POCKET



A SUGGESTED MEDIA CODING SYSTEM

MP	Motion Pictures
FS	Filmstrips
FR	Filmstrip with Record
FC	Filmstrip with Cassette
FM	Filmstrip with Manual or Script
SL	Slides
SP	Study Prints
ST	Transparencies
RD	Recordings - disc
RT	Recordings - tape
RC	Recordings - cassette
PI	Programmed Instruction
KS	Cross-media Kits
AP	Art Prints
CT	Charts
CM	Maps
GL	Globes
EQ	Equipment
RA	Dioramas
RM	Models and Mockups
RE	Realia
RS	Specimen

STEPS IN PROCESSING ART PRINTS

1. Type catalog cards from worksheet or main entry card. Follow spacing, capitalization, and indentation as indicated on worksheet.

2. Stamp the ownership stamp in the bottom right-hand corner on back of each art print.

3. Mark the art print number and copy number just above the ownership stamp.

4. Type the circulation pocket and card.

5. Adhere the circulation pocket to the lower right-hand corner on back of art print.

6. Color code the catalog cards.

7. Count and record number of art prints processed.

8. Place processed art prints in proper storage area.

9. Remove shelf list card and file in shelf list card file above the rod.

10. File catalog cards above the rod in card catalog.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING EXHIBITS

1. Type catalog cards from the worksheet. Follow spacing, capitalization, indentation as indicated on worksheet.

2. Mark each item (if practical) in exhibit with the exhibit number and copy number.

3. Type and adhere list of contents on the inside cover of each exhibit.

4. Type circulation card and pocket.

5. Adhere circulation pocket to the lower right-hand corner of the exhibit box.

6. Mark container with exhibit number and copy number.

7. Color code the catalog cards.

8. Count and record number of exhibits processed.

9. Remove shelf list card and file in shelf list card file above the rod.

10. File catalog cards above the rod in the card catalog.

11. Place processed exhibits in proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING FILMLOOPS

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.

2. Record the filmloop number and copy number in the upper left-hand corner of label on cartridge. Letter ownership at bottom of label.

3. Type filmloop number and copy number on spine label and adhere to the side of the filmloop box (with the lid opening to your left) 1/2" from the top of the box.

4. Type circulation card, if used, for each filmloop and file in filmloop file at the circulation desk.

5. Color code the catalog cards.

6. Count and record number of filmloops processed.

7. Remove shelf list card and file in shelf list file above the rod.

8. File catalog cards above the rod.

9. Place processed filmloops in proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING FILMSTRIPS

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.

2. Type label with identifying number for the filmstrip and adhere to top of filmstrip can. DO NOT cover the title.

    a. If added copy, add c-2 or appropriate number in black pen on filmstrip can label.

    b. Added copies also require a "see also" reference typed on spine label listing filmstrip number of all additional copies except copy 1. This is placed under the copy 1 filmstrip and adhered to the filmstrip drawer.

SEE ALSO
FS-4728

3. Type circulation card, if used, for each filmstrip and file in filmstrip circulation file at circulation desk.

4. Color code catalog cards for filmstrips.

5. Count and record number of filmstrips processed.

6. Remove shelf list card and file in shelf list file above the rod.

7. File filmstrip in cabinet and catalog cards in appropriate catalog files above the rod.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING KITS

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on the worksheet.

2. Mark each item in kit (if practical) with the ownership stamp or mark, kit number and copy number.

3. Type a list of contents and adhere to inside cover of each kit.

4. Type circulation pocket and card.

5. Adhere circulation pocket to lower right-hand corner on front of kit container.

6. Color code the catalog cards.

7. Count and record number of kits processed.

8. Remove shelf list card and file in shelf list file above the rod.

9. File catalog cards above the rod.

10. Put processed kits in proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

60 A 548

STEPS IN PROCESSING RECORDS (PHONOGRAPH)

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on the worksheet.

2. Mark record with the record number and copy number. If the label is black so that the lettering will not show, type or stamp a label with the ownership stamp and write the record and copy number on the label.

3. Mark slip case with the record number, copy number and ownership stamp on the lower right-hand corner of back.

4. Type circulation card and pocket.

5. Adhere the pocket to lower right-hand corner on front of the record slip case.

6. Color code the catalog cards.

7. Count and record number of records processed.

8. Remove shelf list card and file in shelf list file above the rod.

9. File catalog cards above the rod.

10. File records in proper storage area.

11. If processing an album, include sequential numbering for each record.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

5513/608

STEPS IN PROCESSING SOUND FILMSTRIPS

1. Type catalog cards from the worksheet. Follow spacing, capitalization, and indentation as indicated on the worksheet.

2. Mark each item in the set with ownership stamp and the sound filmstrip number and copy number. EXCEPTION: Filmstrips are marked the same as the single filmstrips with a typed number on a portion of label. Copy number is added to label with pen.

3. Type circulation card and pocket.

4. Adhere the pocket to lower right-hand corner on front of container housing the sound filmstrip.

5. Mark back of container with sound filmstrip number and copy number.

6. Type spine label with sound filmstrip number and copy number. Adhere this label to the left side of the container about 1 inch from the bottom.

7. Color code the catalog cards.

8. Count and record number of sound filmstrips processed.

9. Remove shelf list card and file in shelf list file above the rod.

10. File catalog cards above the rod.

11. Place processed sound filmstrips in proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING STUDY PRINTS

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.

2. Stamp the ownership stamp in the bottom right-hand corner on back of each study print.

3. Mark the study print number and copy number just above the ownership stamp.

4. In sets of study prints, number individual prints in sequential order.

5. Type the circulation card and pocket.

6. Adhere the pocket to the lower right-hand corner on front of container housing the set of study prints.

7. Color code the catalog cards.

8. Count and record number of study prints processed (individual prints, not sets).

9. Remove shelf list card and file in shelf list file above the rod.

10. File catalog cards above the rod.

11. Place the processed study prints in the proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING TAPE/CASSETTE RECORDINGS

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.

2. Mark label on tape reel with ownership stamp.

3. Type circulation pocket and card.

4. Adhere the pocket to the back of the container.

5. Type a label with the tape number and copy number. Adhere to the left side of the container about 1 inch from the top of the container, if wide enough. If not, mark the tape number and copy number on the left side using a permanent fine-line felt-tip pen.

6. Color code the top of the catalog cards.

7. Count and record number of tape recordings processed.

8. Remove the shelf list card and file in the shelf list file above the rod.

9. File catalog cards above the rod.

10. Place processed tape recordings in proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

STEPS IN PROCESSING TRANSPARENCIES

1. Type catalog cards from worksheet. Follow spacing, capitalization, and indentation as indicated on worksheet.

2. Each transparency must be marked in the following manner:

   a. Stamp with the ownership stamp in the lower right-hand corner on back of frame.

   b. Record the transparency number and copy number just above the ownership stamp.

   If the transparency is unmounted:

   c. Mark the ownership stamp, transparency number and copy number in the lower right-hand corner with a permanent fine-line felt-tip pen.

   d. In sets of transparencies, number individual transparencies in sequential order.

3. Guides are stamped with the ownership stamp in the lower right-hand corner on back. The transparency number and copy number are marked just above the ownership stamp.

4. Type circulation card and pocket and adhere to the lower right-hand corner of container housing transparencies.

5. Color code the catalog cards.

6. Count and record the number of transparencies processed.

7. Remove the shelf list card and file in the shelf list file above the rod.

8. File catalog cards above the rod.

9. Place processed transparencies in the proper storage area.

(WRITE YOUR DISTRICT'S PROCEDURES HERE.)

A SUGGESTED FORM FOR MAKING CORRECTIONS/REPAIRS OF MEDIA MATERIALS

CORRECTIONS/REPAIR OF MEDIA MATERIALS

Date_____ School_____

Type of material_____

Catalog No._____

Author_____

Title_____

Publisher/Producer_____

CORRECTION/REPAIR:

_____

_____

(PLACE YOUR DISTRICT'S FORM HERE.)

AUDIO VISUAL EQUIPMENT AND MATERIALS

Policies

Volunteers will follow the district policy and quidelines regarding duties involving audio visual equipment and materials.

Volunteers must be provided with appropriate in-service training to feel competent in using or instructing in the use of any equipment and its material.

Repair

Trained personnel and the district are responsible for repair of audio visual equipment and materials.

The volunteer aide will report on the condition of audio visual equipment and materials to the proper personnel.

Responsibilities of Volunteer Aide

The volunteer may:

Deliver equipment and materials.

Deliver and set up equipment and materials for use.

Deliver and operate equipment for use.

Pick up equipment and materials.

Assist in instruction of the use of materials.

Replace bulbs in equipment.

Replace camera film and flash cubes.

Inventory supplies and suggest needs for purchase.

Assist in production of a.v. materials to be used in the media center.

Kinds of Equipment and Materials

The volunteer aide may find this equipment and materials in some schools:

Equipment	Materials
16mm projector	film or movie or motion picture
8mm loop projector	filmloop
slide projector	slides
filmstrip projector	filmstrip
Kodak visual maker	film
sound filmstrip projector	filmstrip and record (kit) some include paperback books
overhead projector	transparency
opaque projector	any flat printed material
filmstrip viewer	filmstrip
slide viewer	slides
radio	
record player	record or disc recording
tape recorder - reel to reel	1/4" recording tape on reel
tachistascope	
cassette tape recorder	cassette tapes
listening post or listening station	record or disc recording
ditto machine	
camera, instamatic	
microfilm reader	
video equipment	
public address system, portable	

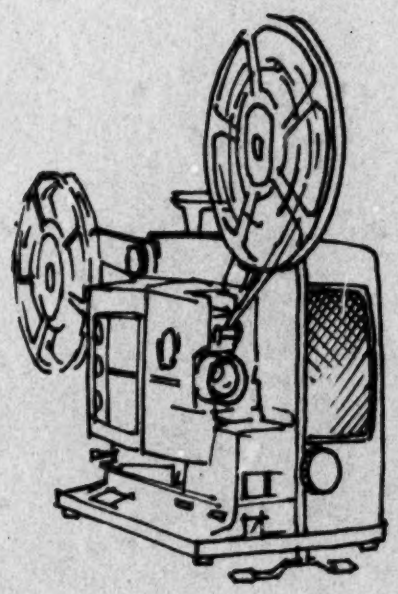
Equipment

dry mount machine

slide sorter

Materials

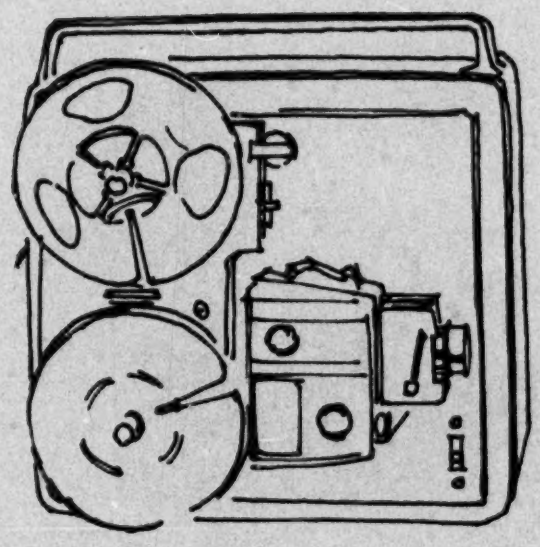
Include here a list of the lamp numbers for each piece of equipment.



16MM PROJECTOR

NOTES ON OPERATING:

1. Turn on sound button before the light.
2. Provide a diagram for threading on the machine.
3. Practice threading before using.
4. Keep cool in an emergency.
5. When using the automatic threader don't snip large amounts off leader.
6. Be certain that the take-up reel is large enough to hold film.
7. Adjust framing dial to center frame on screen.
8. Be sure that both reels are completely and firmly attached to the machine.
9. Handle film only on leader or ends of film.
10. Do not let film touch the floor.

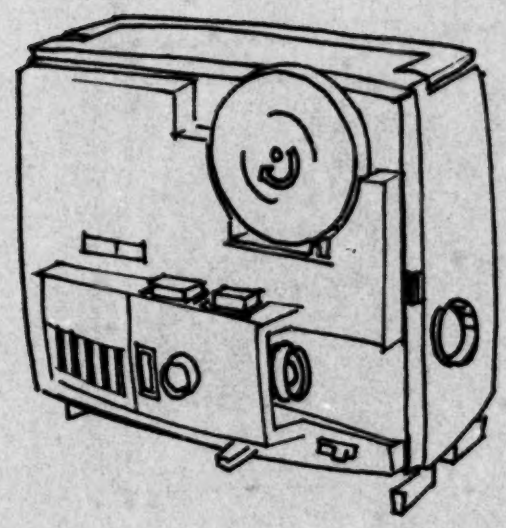


8MM PROJECTOR

NOTES ON OPERATING:

1. See 16mm projector.

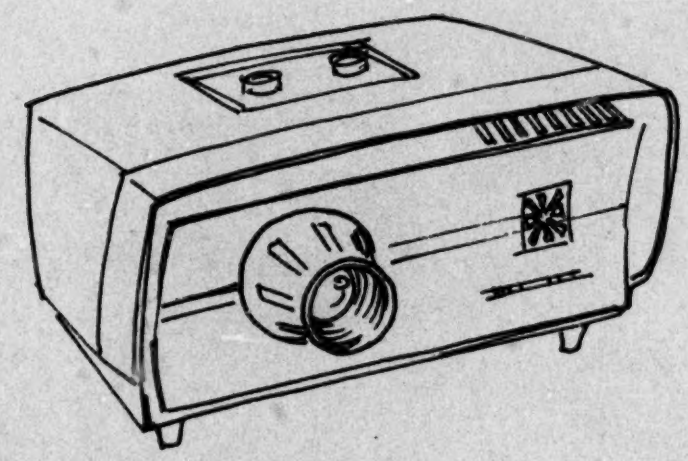
2. Usually a cartridge load.



8MM CARTRIDGE PROJECTOR

NOTES ON OPERATING:

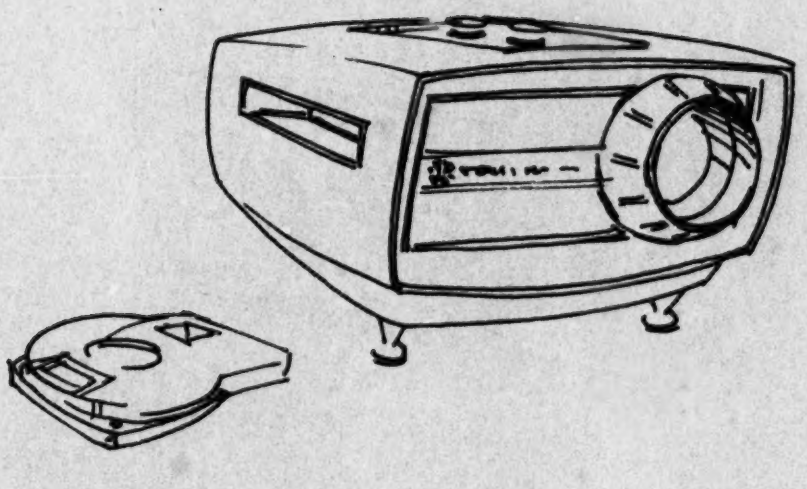
1. Check operating instructions.
2. Snap on cartridge.
3. Adjust focus.



8MM CONTINUOUS LOOP CARTRIDGE PROJECTOR

NOTES ON OPERATING:

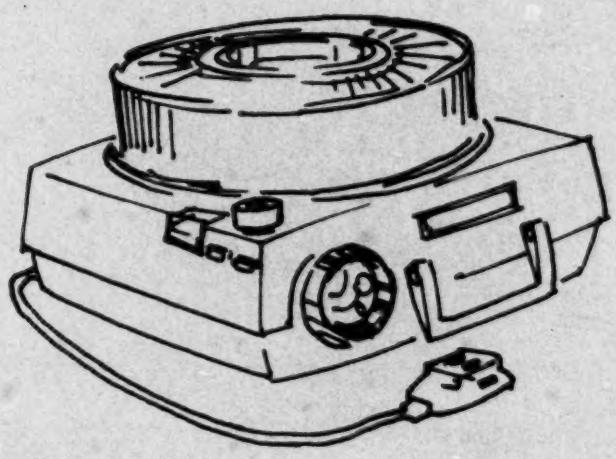
1. Check operating instructions.
2. Insert cartridge.
3. Adjust focus.



8MM SOUND CARTRIDGE PROJECTOR

NOTES ON OPERATING:

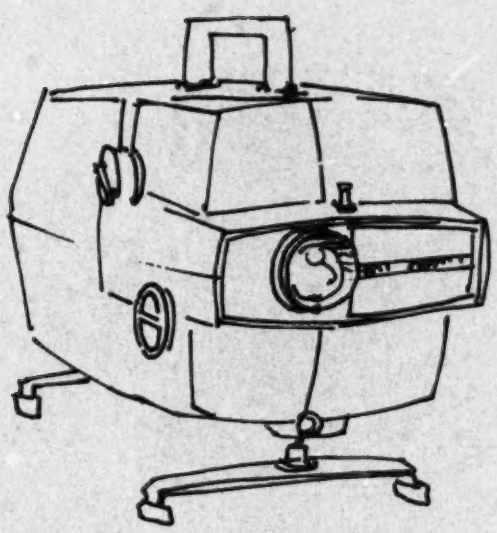
1. Check operating instructions.
2. Insert cartridge.
3. Adjust focus and volume.



SLIDE PROJECTOR

NOTES ON OPERATING:

1. Check slides so they will project right side up.
2. Some cords are stored inside of machine.
3. Attach operating instructions.
4. Note that all rotary trays are not interchangeable, (i.e., Kodak and Sawyers).
5. Include a remote cord when possible.



FILMSTRIP PROJECTOR

NOTES ON OPERATING:

1. Have operating instructions in plain sight.

2. Adjust for distance before using with class.

3. Check filmstrip ahead of time to see if it is correctly inserted.

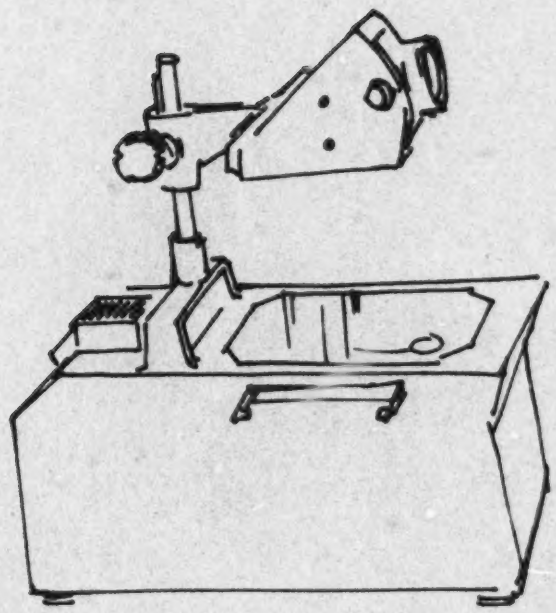
4. Have an extra extension cord available.

5. When only half of each frame is on screen adjust knob on side of lens.

SOUND FILMSTRIP PROJECTOR

NOTE ON OPERATING:

1. Check operating instructions.
2. Try out before using with class.
3. Synchronize sound with picture.
4. Be sure that filmstrip is inserted correctly in take-up reel.



OVERHEAD PROJECTOR

NOTES ON OPERATING:

1. Check for operating instructions.

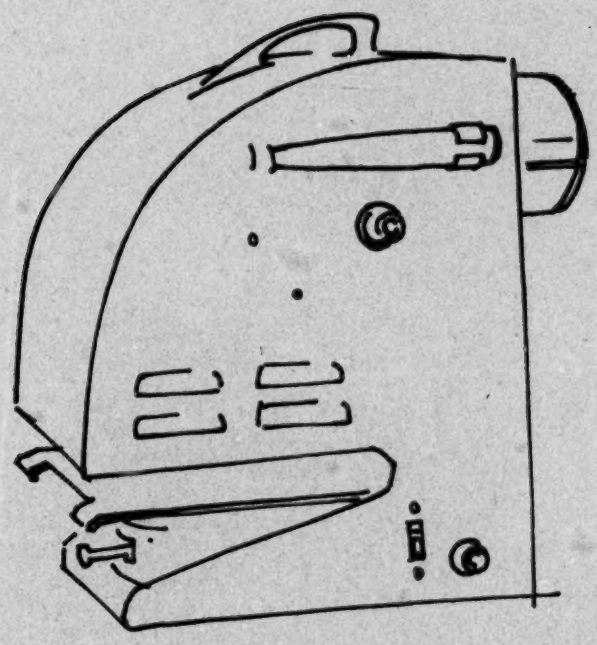
2. Check for proper focus on screen.

3. Check for adequate extension cords.

4. Some machines have an automatic thermal turn-off switch. Machine will turn off when cool.

5. If not automatic, move switch to fan position and allow fan to run until cool. When machine is cool turn to "off" position.

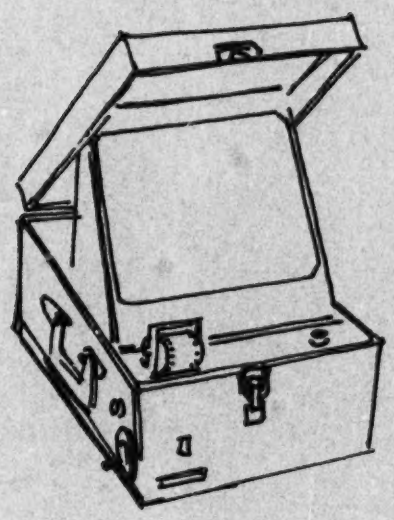
6. Do not move until lamp is cool.



OPAQUE PROJECTOR

NOTES ON OPERATING:

1. Read instructions attached to the machine.
2. Try out ahead of time.
3. Avoid over-heating the visual print.
4. Use for the shortest time possible as print will curl.



FILMSTRIP VIEWER

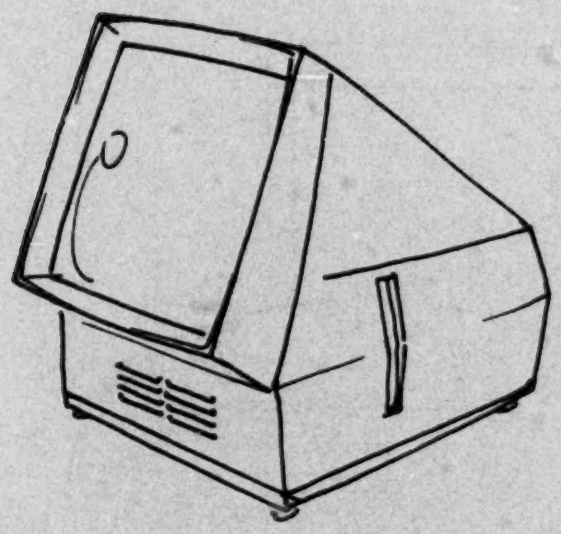
NOTES ON OPERATING:

1. Check to see that the end of the filmstrip is cut squarely so that the film goes in evenly.

2. Avoid tears in films by checking sprocket holes for proper fit.

3. Report torn film to the proper person. Do not use!

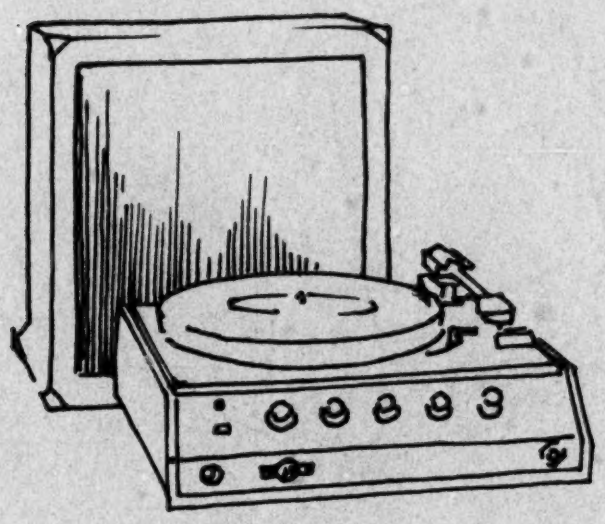
4. Insert filmstrip from top to bottom.



SLIDE VIEWER

NOTES ON OPERATING:

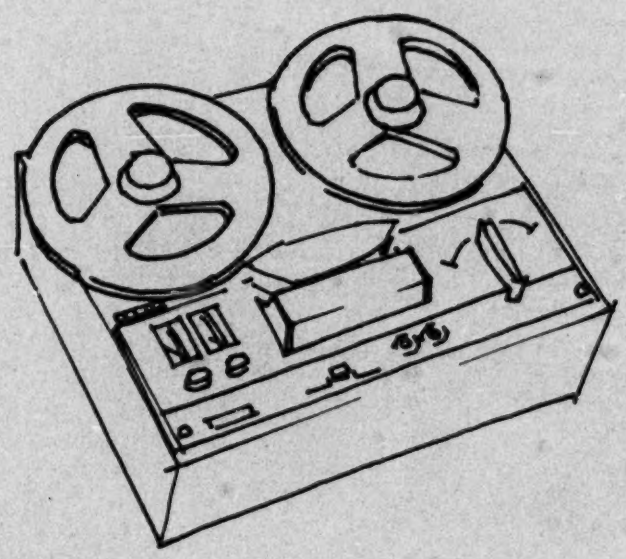
1. Be sure power plug is in.
2. Turn to "on" position.
3. Place slide in upside down position to project.
4. Dog-eared slides often "jam" so use care when inserting slides.
5. Don't insert objects into projector to force slides free if slide does not eject.



RECORD PLAYER

NOTES ON OPERATING:

1. If the player has a "pause" button this may prevent functioning.
2. If no volume, check to see if plug is in securely.
3. Check to see if amplifier is on.
4. Be sure that turntable is set for proper speed of record.



TAPE RECORDER

NOTES ON OPERATING:

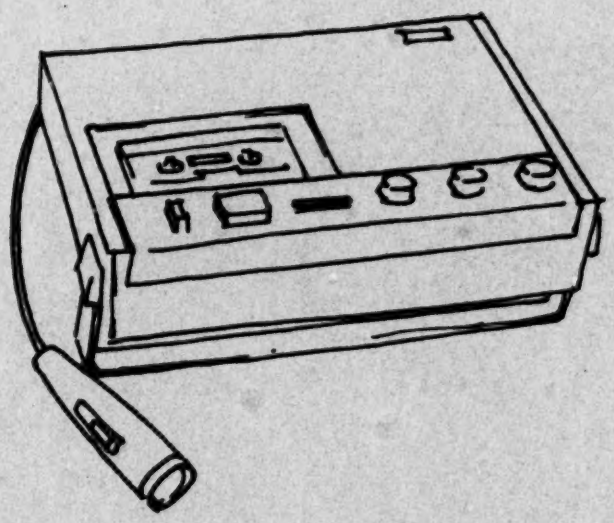
1. When specific information is needed make a notation of the counter number on the machine.

2. When recording, move counter to zero position before starting to record.

3. Be sure take-up reel is large enough to receive the tape.

4. Use only the proper adhesive when repairing this tape as it "gums" up the machine with all others.

5. Do not use cellophane transparent mending tape; do not staple ends together.



CASSETTE TAPE RECORDER

NOTES ON OPERATING:

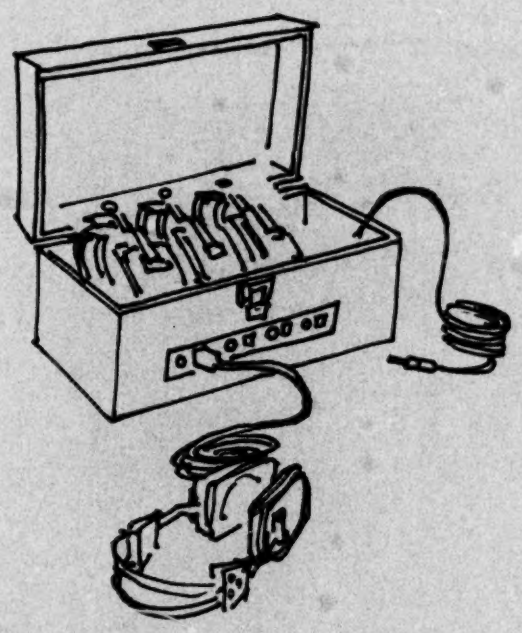
1. Check microphone on/off switch as many machines must be "on" to play as well as record.

2. Be certain that "stop" button is depressed at all times when any change forward or backward is made.

3. Check the monitor switch.

4. If tape breaks, no not try to repair. Refer to proper person.

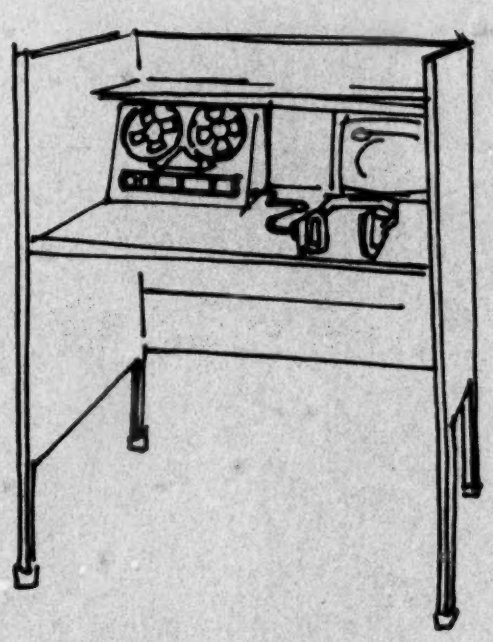
5. When tape will not move on spindle, insert pencil in spindle hole and move slowly to release.



LISTENING POST

NOTES ON OPERATING:

1. Plug jack into audio source (tape player, phonograph, etc.).
2. Plug in headset jacks to listening post.
3. Adjust volume.



CARREL

NOTES ON OPERATING:

1. The equipment can be very complicated if it includes closed-circuit television.

2. Check-out on each piece of equipment.

A SUGGESTED FORM FOR A.V. MAINTENANCE

NO. 001

MAINTENANCE REQUEST

SCHOOL_____ Date_____

DESCRIPTION

Requested by_____ Approved by_____
(Send in triplicate to District; retain last copy for files)

(Office use): Account No._____ P.O. No._____

ASSIGNED TO:_____ Date_____

Materials:

Completed by_____ Date_____

REPAIR OF BOOKS

Preventive Maintenance

Books that are well cared for and attractive aid the students in taking proper care of them. Areas that will help in keeping books attractive:

-- proper shelving where all books stand upright

-- ample number of book-ends

-- uncrowded shelves so books may easily be removed

-- purchase of library bound books

Mending of Books

Trained personnel are responsible for the mending of books.

School district with librarians/media specialists:

May hold inservice workshops for the training of volunteer aides in the repair of books.

School district with librarians/media specialists and library/media clerks:

The clerks may be responsible for the repair of books or the training of volunteer aides in the repair of books.

School district with only volunteer staff in their media centers:

Minor repairs:

Volunteers may

-- clean soiled pages.

Remove pencil marks with artgum eraser.
Remove soil marks with rubber eraser.

-- clean book covers.

Covers made of a washable book cloth may be wiped lightly with a moistened cloth.

-- tape torn pages.

Use permanent mending tape (for example: Scotch Magic Mending Tape with green plaid label). DO NOT USE ORDINARY SCOTCH OR CELLOPHANE TAPE.

Major repairs:

Volunteers will

-- place books needing any major repairs in a designated spot, indicating the problem on the proper form (see example).

Where trained personnel are not assigned to the media program:

Volunteer may

-- request that authorized personnel contact a library supply company and request a demonstration in the repairing of books. (See appendix.)

A SUGGESTED FORM USED FOR MENDING OF BOOKS

MENDING OF BOOKS

Mending:
Spine label _____
Book spine _____
Signature page repair _____
Defacing on pages _____

Rebind: _____

Discard: _____

APPENDIX

BOOK SELECTION POLICIES

California Association of School Librarians. Instructional Materials. Selection Policies and Procedures. CASL, 1965.

Delaney, Jack J. The New School Librarian. Shoe String Press, Inc., 1968.

Douglas, Mary P. Teacher-Librarian Handbook. 2nd edition. American Library Association, 1949.

Ellsworth, Ralph E. The School Library. Center for Applied Research in Education, Inc., 1965.

Fiske, Marjorie. Book Selection and Censorship, A Study of School and Public Libraries in California. University of California Press, 1959.

Trinkner, Charles. Better Libraries Make Better Schools. Shoe String Press, Inc., 1962.

Wofford, Azile. Book Selection for School Libraries. H.W. Wilson Co., 1962.

FILING RULES

Akers, Susan Grey. Simple Library Cataloging. 5th ed. American Library Association, 1969.

American Library Association. ALA Rules for Filing Catalog Cards. The Association, 1968.

Douglas, Mary Peacock. Teacher-Librarian's Handbook. American Library Association, 1949.

Moakley, Gertrude. Basic Filing Rules for Medium-Sized Libraries. William-Frederick Press, 1960.

ROOM ENVIRONMENT

Brownfield, Florence. A Manual for Student Assistants. Los Amigos High School Library, 1970.

Clifford, Ken. Books, Children, and You: K-6 Library Aides Handbook. Garden Grove Unified School District, 1968.

Coplan, Kate. Effective Library Exhibits: How to Prepare and Promote Good Displays. Oceana, 1958.

Currie, Dorothy H. How to Organize a Children's Library. Oceana, 1965.

Fargo, Lucille F. The Library in the School. American Library Assoc., 1947.

Gardiner, Jewel. Administering Library Service in the Elementary School. American Library Assoc., 1954.

Taylor, Marge. How Does Your Library Look? Capistrano Unified School District, 1970.

Washington State School Library Association. New Library Lure-a-matics. The Association, 1961.

LIBRARY ORIENTATION

A Multi-Media Bibliography

* Elementary
** Secondary
*** Adult

I. Films:

And Something More. A.L.A. 28 min. 16mm, color, 1964. Source: Modern Talking Picture Service, Inc., 1212 Avenue of the American, New York, 10036.

* Beginning Responsibility - Books and Their Care. Coronet Films. 11 min. 16mm, color, n.d. Source: Coronet Films, 65 East South Water Street, Chicago, 60601.

A Book Is To Care For. Coronet Films. 11 min. 16mm, color/b&w, n.d. Source: Coronet Films, 65 East South Water Street, Chicago, 60601.

* Elementary School Library. Atlantis Productions, Inc. 26 min. 16mm, color, 1962. Source: Atlantis Productions, Inc., 1252 La Granada Drive, Thousand Oaks, Ca., 91360.

* Fifth Freedom. Wing Productions, Inc. 16min. 16mm, color, n.d. Source: Wing Productions, Inc., 252 Great Road, Bedford, Mass. 01730.

Find the Information. Coronet Films. 11 min. 16mm, color/b&w, 1948. Source: Coronet Films, 65 East South Water Street, Chicago, 60601.

Finding Information. Waterman Productions. 11 min. 16mm, color, 1962. Source: Churchill Films, 662 North Robertson, Los Angeles, 10017.

* First Film On Our Library. Film Associates. 12min. 16mm, color/b&w, 1967. Source: BFA Educational Media, 2211 Michigan Ave., Santa Monica, Ca. 90404.

** How to Use the Reader's Guide to Periodical Literature. ACI Films, Inc. 12 min. 16mm, color, n.d. Source: ACI Films, Inc., 35 West 4th Street, New York, 10036.

* Impressionable Years. U.S. Dept. of State. 35 min. 16mm, b&w, 1952. Source: Du Art Film Lab, 245 West 55th Street, New York, 10019.

Into the Known. American Textbook Publishers Institute. 28 min. 16mm, color/b&w, 1960. Source: Sterling Movies, U.S.A., 43 West 61st Street, New York, 10023.

* It's Your Library. Teaching Films Custodians. 10 min. 16mm, b&w, n.d. Source: Classroom Films, 5620 Hollywood Blvd., Hollywood, Ca. 90028.

Keys to the Library. Kugler-Barker Productions. 14 min. 16mm, color, 1951. Source: Kugler-Barker Productions, 2311 Dudley, Pasadena, Ca. 91106.

** Know Your Library. Coronet Films. 11 min. 16mm, color/b&w, 1946. Source: Coronet Films, 65 East South Water Street, Chicago, 60601.

* Let's Be Good Citizens at the Library. John F. Criswell, Camerart Pictures. 10 min. 16mm, b&w, 1954. Source: Gateway Productions Inc., 1859 Powell Street, San Francisco, Ca. 94111.

The Library - A Place for Discovery. Encyclopaedia Britannica Films. 16min. 16mm, color, 1966. Source: Encyclopaedia Britannica Educational Corp., 1158 Wilmette Avenue, Wilmette, Ill. 60091.

* Library Adventure. Neubacher Productions. 13 min. 16mm, color, 1956. Source: Neubacher-Vetter Film Productions, 1760 Westwood Blvd., Los Angeles, 90024.

* Library Is a Place Where. Encyclopaedia Britannica Films. 16 min. 16mm, color/b&w, 1963. Source: Encyclopaedia Britannica Educational Corp., 1158 Wilmette Avenue, Wilmette, Ill. 60091.

Library Organization, 2nd Edition. Coronet Films. 11 min. 16mm, color, 1951. Source: Coronet Films, 65 East South Water Street, Chicago, 60601.

** Library Research in High School. Kugler-Barker Productions. 10 min. 16mm, color, 1958. Source: Kugler-Barker Productions, 2311 Dudley, Pasadena, Ca. 91106.

Library Story. Encyclopaedia Britannica Films. 15min. 16mm, color, 1952. Source: Encyclopaedia Britannica Educational Corp., 1158 Wilmette Avenue, Wilmette, Ill. 60091.

* Treasure in Books. Bailey Films. 11 min. 16mm, color, n.d. Source: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

What's in a Library. National Educational Television, Inc. 30 min. 16mm, b&w, 1966. Source: Audio Visual Center, Indiana Univ., Bloomington, Indiana 47401.

** You and Your Library. C.B. Films Inc. 11 min. 16mm, color, 1962. Source: AVED Films, 7934 Santa Monica Blvd., Hollywood, Ca. 90046.

You'll Find It in the Library. Coronet Films. 14 min. 16mm, color, 1966. Source: Coronet Films, 65 East South Water Street, Chicago, 60601.

Yours for the Taking. University of Southern California. 23 min. 16mm, color, n.d. Source: Production and Distribution, Univ. of Southern California, Dept. of Cinema, University Park, Los Angeles, 90007.

II. Filmstrips:

Books Talk Back. Library Filmstrip Center. 48 frames, color, record, 1965. Source: Library Filmstrip Center, 3033 Aloma, Wichita, Kansas 67211.

*** Elementary School Library. Atlantis Productions. 78 frames, color, record, n.d. Source: Atalantis Productions, 1252 La Granada Dr., Thousand Oaks, Ca. 91360.

How We Find Out. Wayne State University. 50 frames, b&w, 1954. Source: Wayne State University, Detroit, Mich. 48202.

* An Introduction to the Library. Warren Schloat Productions, Inc. 4fs in set, 4 records, color, n.d. Source: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

Library: a Series. Essential Education. 3fs in set: Cooperating with the Librarian, 37 frames; Making the Library a Learning Center, 40 frames; Using the Library for Research, 40 frames; 1961. Source: Essential Education, Box 968, Huntsville, Texas 77340.

** Library Research Tools (a series). Eyegate House, Inc. 10fs in set: The Book; Card Catalog; Dictionaries; Encyclopedias; Intro. to the Library; Periodical References & Indexes; Research Paper-Bibliography; Research Paper-Preliminary Stages; Selected Reference Sources I-General; Selected Reference Sources II-Special. 40 frames each, color, n.d. Source: Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

Library Services (a series). Eyegate House, Inc. 4fs in set: Explaining the Dewey Decimal, 41 frames; Introduction to the Card Catalog, 35 frames; Parts of a Book, 38 frames; Using Reference Materials, 37 frames. 1961. Source: Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435. ($25.00)

** Library Tools (a series). McGraw-Hill Text Films-Young American Films. 6fs in set: Aids in Writing and Reading, 37 frames; Almanacs and Yearbooks, 40 frames; Books for Biography, 46 frames; Gazetteers and Atlases, 40 frames; One Volume Encyclopedia, 39 frames; Readers' Guide to Periodical Literature, 52 frames. 1954. Source: McGraw-Hill Films, 327 West 41st St., New York 10036.

Magic Shelf (encyclopedia). Field Enterprises Educational Corp. 54 frames, color, 1960. Source: Field Enterprises Educational Corp., 510 Merchandise Mart Plaza, Chicago 60654.

Media Center. Library Filmstrip Center. 48 frames, color, record or cassette, n.d. Source: Library Filmstrip Center, 3033 Aloma, Wichita, Kansas 67211. (Rec. & FS, $18.00; cassette & FS, $20.00)

One Volume Encyclopedias. Library Filmstrip Center. 50 frames, color, record or cassette, n.d. Source: Library Filmstrip Center, 3033 Aloma, Wichita, Kansas 67211. (Rec. & FS, $18.00; cassette & FS, $20.00)

School Library (a series). Revised edition of the Library Series. McGraw-Hill Text Films. 6fs in set: Card Catalog, 44 frames; Dewey Decimal System, 40 frames; Dictionary Pt. I, 36 frames; Dictionary Pt. II, 45 frames; Encyclopedia, 37 frames; Using Books, 43 frames. 1966. Source: McGraw-Hill Films, 327 West 41st Street, New York 10036.

* Using the Elementary School Library. Society for Visual Education. 48 Frames, color, n.d. Source: SVE, 1345 Diversey Parkway, Chicago, 60614.

Using the Library (a series). Encyclopaedia Britannica Educational Corp. 6fs in set: Card Catalog, 47 frames; Classification of Books, 48 frames; Using the Dictionary, 50 frames; Using the Encyclopedia, 48 frames; Using Special Reference Books, 49 frames; Your Library, a World of Books, 51 frames. 1963. Source: Encyclopaedia Britannica Educational Corp., 1150 Wilmette Avenue, Wilmette, Ill. 60091.

III. Charts:

Library Skills. Ideal School Supply Company. Set of 18 charts, 9 transparencies. Source: Ideal School Supply Co., 1100 South Lavergne Avenue, Oak Lawn, Ill. 60453.

Vicalog. Eyegate House, Inc. 5 plastic charts. Source: Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435. ($7.50)

IV. Posters:

Library Helpers. Kay/Jay Company. Set of 10 poster, 14"x19". One for each Dewey classification. Source: Kay/Jay Company, Box 41232, Sacramento, California 95841. ($14.95)

V. Tapes:

** Source: Charles Burke, Box 494, Westport, Connecticut.

VI. Transparencies:

Library Skills. Ideal School Supply Co. Set of 9 transparencies. Source: Ideal School Supply Co., 1100 South Lavergne Avenue, Oak Lawn, Ill. 60453.

Using the Library (#021). Eyegate House, Inc. Set of 10 transparencies. Source: Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435.

** Source: General Aniline & Film Corp., 140 West 51st Street New York, 10020.

* Source: 3M Company, 2501 Hudson Road, St. Paul, Minn. 55119.

VII. Prints:

Source: Documentary Photo Aids, Box 2237, Phoenix, Arizona 85002. (232 prints, $64.00)

Source: Homestead Department Ga. 169, 119 Fifth Avenue, New York 10003.

World's Most Beautiful Art Masterpieces. Source: Gaylord Bros. Inc., P.O. Box 710, Stockton, California 95201. (2/$10.90 or $5.95 ea.)

VIII. In-Service: Teachers

Bulletin Board, An Effective Teaching Device. Bailey Films. 11 min. 16mm, color, n.d. Source: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Ca. 90404.

Focus On Three. American Library Association. 3fs in set: Allisonville Evaluates; Mt. Royal the Inner City; Casis Reading Guidance Program. 1967. Review of Knapp Project. Source: ALA, 50 East Huron Street, Chicago 60611.

The Fortunate Ones. Veterans Administration, Dept. of Education. 13 min. 16mm, color, 1965. Source: Veterans Administration, Dept. of Education, 523 Main Street, Richmond, Virginia 23219.

Living School Libraries. American Library Association. 37 frames, color, 1965. Progress on Knapp Project. Source: Filmrights Enterprises.

Three for Tomorrow. American Library Association. 4fs in set, 1968. Source: ALA, 5C East Huron Street, Chicago 60611.

IX. Library of Congress:

Greatest Treasure. U.S. Information Agency. 20 min. 16mm, b&w, 1957. Source: Du Art Film Labs, Inc., 245 West 55th Street, New York 10019.

Library of Congress. U.S. Information Agency. 21 min. 16mm, b&w, 1949. Source: Du Art Film Labs, Inc., 245 West 55th Street, New York 10019.

Library of Congress. Pathe News. 5 min. 16mm, b&w, 1960. Source: Pathe News, 245 West 55th Street, New York 10019.

X. Librarianship as a Career:

Key to a Future. Wing Productions Inc. 16 min. 16mm, color, n.d. Source: Wing Productions Inc., 252 Great Road, Bedford, Mass. 01730.

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A SUGGESTED FORM

CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Author Item

Title

Publisher or Producer

Request initiated by

Telephone Address

City Zip

Complainant represents:

_____ Himself
_____ (Name Organization)
_____ (Identify Other Group)

1. To what do you object? (Please be specific; cite pages or incidents.)

2. What do you feel might be the result from use of this material?

3. Is there anything good about it?

4. For what age group would you recommend this material?

5. Did you read or see the entire content? What parts?

6. Are you aware of the judgment of this item by critics?

7. What do you believe is its theme?

8. What would you like your school to do about this material?

_____ Do not assign it to my child.
_____ Withdraw it from all students as well as from my child.
_____ Send it back to the Curriculum Division for re-evaluation.

9. In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

_____
Signature of Compainant

GLOSSARY OF MEDIA TERMINOLOGY USED IN THIS HANDBOOK

ACCESSION NUMBER - a number assigned to each item consecutively as it is received into the COLLECTION. This is the one number which distinguishes each item from all others in the library. Not all libraries use accession numbers.

ADDED COPY - a copy, other than the first, of a title; a duplicate.

ADDED ENTRY CARD - CATALOG CARD made in addition to the MAIN ENTRY CARD for an item in the COLLECTION. It could be a SUBJECT ENTRY CARD, a TITLE ENTRY CARD, etc.

AUDIO VISUAL SPECIALIST - an individual credentialled as a teacher or administrator who has taken training in audio-visual methods.

AUDIO VISUAL TECHNICIAN - a staff member with competencies in one or more of these areas: graphics, audio visual materials processing, equipment operation and simple maintenance.

AUTHOR - the person or corporate body responsible for the creation of a book or other work.

AUTHOR ENTRY CARD - the card in the CARD CATALOG with the AUTHOR on the top line. Usually the MAIN ENTRY CARD.

AUTHOR LINE - see BOOK NUMBER.

AUTHOR NUMBER - see BOOK NUMBER.

BIBLIOGRAPHY - a list of writings; usually relating to a specific AUTHOR or subject.

BOOK CARD - see CIRCULATION CARD.

BOOK POCKET - see CIRCULATION POCKET.

BOOK JACKET - the colorful paper cover which comes with most new books. Sometimes called a dust jacket. During PROCESSING a protective PLASTIC JACKET may be applied to it.

BOOK NUMBER - the second line of a book CALL NUMBER consisting of one or more letters and numberals used to designate an individual book from all others having the same classification number. See also CUTTER NUMBER.

CALL NUMBER - 1. for a book - usually a combination of the DEWEY DECIMAL CLASSIFICATION NUMBER and the BOOK NUMBER. 2. for other

media - usually a code letter and an ACCESSION NUMBER. The call number is used as the identification number for each item in the library. It appears on the CIRCULATION CARD and POCKET and on all CATALOG CARDS for that item. The call number for a book also appears on the SPINE of the book.

CARD CATALOG - an alphabetical file of cards which serves as an index to the books and other materials in the library.

CATALOG CARD - any card typed or printed for the CARD CATALOG. The card may be an AUTHOR ENTRY CARD, a TITLE ENTRY CARD or a SUBJECT ENTRY CARD depending on what is on the top line of the card. Catalog cards are either typed at the library or purchased. Some places from which they can be purchased are the Library of Congress, H.W. Wilson and Library Journal Co.

CHECK OUT - most of the materials in a library may be borrowed for a limited period of time. In order to borrow a book or other item from a library, a student must take it to the CIRCULATION DESK and check it out.

CIRCULATION CARD - this card is always in the POCKET unless the item is CHECKED OUT. When checking out an item from the library, the borrower writes his name and room number on this card.

CIRCULATION DESK - the designated area in the library where items are CHECKED OUT.

CIRCULATION FILE - the file of CIRCULATION CARDS kept at the CIRCULATION DESK. It is a complete record of all materials CHECKED OUT.

CLASSIFICATION NUMBER - see DEWEY DECIMAL CLASSIFICATION NUMBER.

COLLECTION - a group of books or other materials. Sometimes used to designate a library's entire holdings.

COPYRIGHT - the exclusive right granted by a government to publish a work during a specified period of years; a protection against others copying it.

COPYRIGHT DATE - the date the COPYRIGHT is granted.

CUTTER NUMBER - found only in libraries using the Cutter or Cutter-Sandborn tables. It is the second line of a book CALL NUMBERS consisting of a letter and 2 or 3 numberals used to represent the AUTHOR'S last name.

DATE - in library PROCESSING work usually refers to the PUBLICATION DATE.

DATE DUE - the date of the expiration of the loan period.

DATE DUE SLIP - a form pasted in each library book. When the book is CHECKED OUT the date due is stamped here for the borrower's information.

DEWEY DECIMAL CLASSIFICATION NUMBER - the first line of a NON-FICTION book CALL NUMBER representing the subject of the book.

DISCARD - an item removed from the library's COLLECTION.

DUPLICATE COPY - see ADDED COPY.

DUST JACKET - see BOOK JACKET.

EASY BOOK - primary fiction, mostly composed of pictures for young children. Sometimes called a picture book.

END PAPERS - the leaves which line the inside front and back covers of a book to form the flyleaves.

FICTION - imagined or invented stories.

FLYLEAF - see END PAPERS.

GUIDE CARD - a card in the CARD CATALOG with an attached or projecting piece slightly higher than the other cards indicating the part of the alphabet located behind it.

HOLDINGS - see COLLECTION.

IMC - see MEDIA CENTER.

IMPRINT - publication information about a work. For a book, this usually includes the place of publication, the name of the publishing company, and the date of publication. For some audio-visual materials the producer and the date alone are considered the imprint.

INVENTORY - an annual report showing that a check and count have been made of the library's COLLECTION in order to discover missing or misplaced materials.

LEARNING CENTER - see MEDIA CENTER.

LEARNING RESOURCE CENTER - see MEDIA CENTER.

LIBRARY AIDE - a staff member who has clerical and secretarial competencies, and who by working in a library has received in-service training by a credentialled librarian.

LIBRARY SPECIALIST - a credentialled librarian.

LIBRARY TECHNICIAN - a staff member trained in all clerical aspects of library printed materials: record keeping, processing, circulation, bibliographic retrieval.

MAIN ENTRY CARD - a CATALOG CARD giving all information needed for the identification of a book including the TRACINGS. Usually the AUTHOR ENTRY CARD.

MEDIA - printed and audio-visual forms of communication.

MEDIA AIDE - a staff member with clerical and secretarial competencies who works in a media center.

MEDIA CENTER - a learning resource center that houses printed and audio-visual forms of communication equipment and has the services of a MEDIA SPECIALIST.

MEDIA SPECIALIST - an individual with broad professional preparation in educational media; who makes instructional decisions and meets teacher and administrative requirements. Specialization may be categorized into instructionl level, curriculum area, media and service.

MEDIA TECHNICIAN - a staff member trained in all clerical aspects of media with special competencies in one or more of the following: graphics and/or information and materials processing, photographic production, equipment operation and simple maintenance.

NON-FICTION - a book presenting facts or factual accounts.

OVERDUE MATERIAL - material that was not returned on or before the DATE DUE.

OVERDUE NOTICE - a notice sent to borrowers to remind them of OVERDUE MATERIALS.

PERIODICAL - a magazine, newspaper or other work that is published periodically.

PICTURE BOOK - see EASY BOOK.

PLASTIC JACKET - a transparent book jacket made of mylar or acetate sometimes applied to a BOOK JACKET of a book for protection.

POCKET - see CIRCULATION POCKET.

PROCESSING - inclusive term for the preparation of materials to be added to the library COLLECTION.

PUBLICATION DATE - the year a book is published. This date is part of the IMPRINT and appears on the book and all CATALOG CARDS for that book.

ERIC

READ SHELVES - to check the books on the shelves to insure accurate arrangement.

RENEW - to check a book out again to the same borrower.

RESOURCE CENTER - see MEDIA CENTER.

SHELF LIST - an index of cards, not the CARD CATALOG, containing one card for each title owned by the library arranged by CALL NUMBER in the same order as the books stand on the shelves. This file is useful for keeping records and in taking INVENTORY.

SHELF READING - see READ SHELVES.

SHELVE - to put books away in their proper order.

SPINE - the part of a book's cover that faces the reader as the book stands on the shelf. Usually printed on the spine are the author, title and publisher. During PROCESSING the CALL NUMBER is added.

SUBJECT ENTRY CARD - a card in the CARD CATALOG with a word or phrase indicating the subject of a work on the top line.

TITLE ENTRY CARD - a card in the CARD CATALOG with the title of a work on the top line.

TRACINGS - items listed at the bottom of the MAIN ENTRY CARD indicating other CATALOG CARDS made for the same work, i.e. ADDED ENTRY CARDS.

VENDOR - a company or its representative who sells products or services.

VOLUNTEER AIDES - any unpaid worker involved in the library program.

WITHDRAWAL - see DISCARD.

WORK SHEET - information written by the cataloger to be used by the person typing CATALOG CARDS.

LIBRARY SUPPLY HOUSES

Bro-Dart, Inc.
15225 E. Don Julian Road
City of Industry, California 91747

Demco Library Supplies
Box 7767
Fresno, California 93727

Gaylord Brothers
29 Aurora Street
Stockton, California 95201

There are many others --- your district personnel will advise you.

COP104

AMERICAN LIBRARY ASSOCIATION
50 East Huron Street
Chicago, Illinois

LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the writer.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to adeas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

Adopted June 17, 1948, amended February 1, 1963.
By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron Street
Chicago, Illinois

SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL MEDIA PROGRAMS

Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural, and aesthetic appreciation and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgements.

To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

The Students' RIGHT TO READ

"As U.S. Commissioner of Education, I am herewith proclaiming my belief that we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all --- that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability.

"This is education's "moon" --- the target for the decade ahead. With the same zeal, dedication, perseverance, and concentration that made possible man's giant step of last July, 20, this moon too can be reached."

---- James E. Allen Jr.

VOLUNTEER AIDES HANDBOOK

EVALUATION

The committee would appreciate your comments concerning this handbook. Please complete the statements below and express your opinions or remarks. It would be appreciated if you would mail this form to the following address:

Mrs. Ellen E. Farquhar
Coordinator, Library Services
Orange County Dept. of Education
1104 Civic Center Drive West
Santa Ana, California 92701

1. I used the Handbook at _____ School in the _____ District.

   Elementary ☐ Junior High ☐ High School ☐

2. This handbook (did, did not) help me in the school library.

3. I would delete the following material: _____

4. I would add the following material: _____

5. This school has: (check as indicated)

   Student aides ☐
   Volunteer aides ☐
   Library clerk ☐
   Librarian ☐
   District librarian ☐

6. Additional comments: